DOCUMENT RESUME

ED 074 516 CS 200 437

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TITLE Evaluative Criteria for High School Textbooks in Journalism and Mass Media.
INSTITUTION Quill and Scroll Studies, Tallahassee, Fla.
PUB DATE Oct 72
NOTE 60p.; A Quill and Scroll Study

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Evaluation Criteria; *Journalism; *Mass Media; *Secondary Education; Teenagers; *Textbooks

ABSTRACT

The purpose of this study was to develop criteria for high school textbooks in journalism and mass media. The study discusses the procedure used in evaluating textbooks; the role of textbooks in journalism and mass media courses; a general background of these courses; a review of objectives concerning the student journalist, the teenage writer, the teenage fact-finder, the teenage citizen, the teenage careerist, and the teenage consumer; and current objectives in journalism and mass media courses, the content of these courses and methods used in teaching them, and an analysis of various textbooks used in these courses. It was concluded that three textbooks, each judged to be of almost equal merit, most nearly met the established criteria. Other textbooks examined more nearly met the needs of certain courses, and all of the textbooks evaluated were recognized as worthwhile. (Author/DI)

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EVALUATIVE CRITERIA FOR HIGH SCHOOL TEXTBOOKS IN JOURNALISM AND MASS MEDIA

A Quill and Scroll Study

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October, 1972

FOREWORD

Quill and Scroll, international society for high school journalism, always has been interested in research to improve student journalism. Horace Gallup, its founder, has engaged in a significant career or public opinion polling. Edward Nell, its first executive secretary, engaged in an early study to investigate business aspects of student publications.

Without fanfare Quill and Scroll has given financial aid to many inquiries. In 1937, 1938, and 1939 it helped to finance the National Survey of High School Journalism summarized in The Teacher of Journalistic Activities in American Public Secondary Schools, this writer's doctoral dissertation at Northwestern University.

It published Edward H. Redford's Bibliography of Secondary School Journalism in 1941, a rich source which has not been matched in the intervening era. Quietly Edward H. Nell arranged for many inquiries to be undertaken as well as for numerous publications to be published, including several editions of The Literary Bookshelf by Roland E. Wolseley who has reviewed books for Quill and Scroll for nearly four decades.

At the time of his death Edward H. Nell had under consideration a plan to establish a research arm for Quill and Scroll Foundation. Later Lester Benz, Nell's successor, implemented the plan by establishing Quill and Scroll Studies late in 1965. The studies it has produced are listed in this report.

Quill and Scroll Studies engages in investigative inquiries rather than research projects. Its modest resources limit the magnitude of these inquiries. They chiefly concern journalism courses, student newspapers, and the teachers of journalism and mass media courses.

As the director of Quill and Scroll Studies, I wish to express my appreciation to Quill and Scroll Foundation, its founders, and its executive secretaries for their interest and support. I also am grateful to the many teachers, principals, and school press leaders who so generously have cooperated in these studies.

I invite educational periodicals and education editors to give attention to this study. I shall be happy to discuss this and other studies at school press conferences and summer workshops. I shall also be happy to summarize the study for publication. I welcome suggestions for new investigative studies.

In the near future we shall complete Newspaper Guidelines, the major 1972 Quill and Scroll Study.

Laurence R. Campbell
Director, Quill and Scroll Studies

October, 1972

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Previous Quill and Scroll Studies

(Studies are by Laurence R. Campbell, Director, unless otherwise indicated.)

1966 - "Problems of Newspaper Advisers in Six Southeastern States," Quill and Scroll, November-December, 1966.

1967 - "Journalism Activities in Kentucky Public and Nonpublic High Schools," Dr. Robert Murphy and Dr. Laurence R. Campbell.

1967 - "Measuring the Readability of High School Newspapers," Dr. George R. Klare and Dr. Laurence R. Campbell, printed publication may be obtained from Quill and Scroll Foundation.

1967 - "The Role, Beginnings, Membership, and Services of High School Press Associations in the United States." (See School Press Review, December, 1968, for summary.)

1967 - "Media Habits and Attitudes toward Media of Colorado High School Students." Dr. James R. Hickey and Dr. James E. Brinton of the University of Colorado.

1967 - List of dates of early high school publications in New York State, Esspa Newsletter, 1967-1968: Number 1.

1967 - "Wilmington High Paper Dates Back to 1861," Illinois High School Journalist, February, 1967, pp. 1, 4.

1967 - "Connecticut's First School Newspaper," School Press Review, June, 1967, p. 5.

1967 - "Take a Long Look at Yearbook Contracts," Quill and Scroll, April-May, 1967, pp. 28-31.

1968 - "The High School Newspaper as a Medium of Goodwill."

1968 - "Early Student Publications Found in Maine, New Hampshire, Vermont," School Press Review, May, 1968.

1968 - "Five Factors in the Success of High School Newspapers," 123 pp.

1969 - "Business Policies and Procedures of High School Newspapers," 204 pp.

1969 - "Measure the Content of Your High School Newspaper."

1969 - "Journalism Programs in Middle West High Schools," 27 pp.

1969 - "What High School Students Read in Hometown Daily Newspapers."

1969 - "Teenagers' Attitudes Toward the First Amendment."

1969 - "Teenagers' Attitudes Toward the Hometown Daily Newspaper."

1969 - "Teenagers' Media Habits."

1970 - "The Human Equation and the School Newspaper," 45 pp. (Role of the newspaper, principal, adviser, staff.)

1970 - "What They Read Yesterday and Why," Dr. James R. Hickey.

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PURPOSE

The purpose of this study is to develop evaluative criteria for high school textbooks in journalism and mass media. It is not the purpose of the study to suggest that textbooks invariably are necessary. Nor is it the purpose to suggest that all textbooks currently in print are either satisfactory or unsatisfactory.

The plain truth is that many teachers of journalism and mass media courses use textbooks. Others wish that they could find a textbook to meet the needs of their teenagers. Yet the pressures of their profession provide little time for them to investigate resource materials.

Moreover, it is probably that one-half or more of the journalism and mass media teachers in many states are not certified in this area. Most of them have neither a minor or major in the field. One-fourth of them probably never have been enrolled in a university course in journalism or mass media.

Clearly, then, many teachers of journalism and mass media realize that they are not well qualified to evaluate textbooks in this field. At the same time they feel a great need for textbooks which they can use with assurance, for usually most of their time is devoted to other courses, usually English.

Both the writer and the publisher of textbooks in journalism and mass media try to satisfy the high school teacher. Often they have been successful. They too may benefit by this inquiry if they perceive trends in secondary school teaching aimed at teenage consumers and student journalists.

Textbook committees at the local and state level sometimes may be uncertain about the objectives, content, methods, materials, and evaluative techniques needed in the 1980s. Hence, this study may suggest what kinds of textbooks may more fully meet the needs a decade from now.

It should be stressed, however, that it is not the purpose of this inquiry to sit in judgment. Nor is it the purpose to dictate the use of one textbook instead of another. Certainly all who have contributed to this field have a deep interest and a significant background with which to write their textbooks.

To conclude, then, this inquiry suggests how any teacher of journalism and mass media may develop his own yardstick or may use the approach of this study. This study, therefore, provides how-to-do-it guidance which may be modified by every teacher to fit the needs of his students in his courses.

PROCEDURE

To establish evaluative criteria for high school textbooks in journalism and mass media, Quill and Scroll Studies in 1970 provided for these phases:

1) A review of the role of textbooks in these courses with emphasis on objectives and content in the 20th century.

2) A study of the functions and content of these courses by the 1971 Panel of 32, members of which were recognized teachers or leaders.

3) A study of the functions and content of these courses by the 1971 Panel of 17, members of which were recognized teachers or leaders.

4) Application of the evaluative criteria in the appraisal of textbooks now available.

Originally it was the plan to complete the evaluation in the summer of 1971. Unfortunately some textbook publishers did not cooperate or were slow in sending textbooks purchased by Quill and Scroll Studies. Accordingly the judges through no fault of their own were unable to meet the schedule. Others were unable to participate. As a consequence two textbooks did not receive an adequate appraisal.

Illness of the director of Quill and Scroll Studies delayed the completion of the final interpretation. It was hoped that this study would be circulated in the summer of 1972 instead of the fall. The director regrets the delay for he alone is responsible for drafting the interpretation.

So many teachers and leaders in this field have participated in one way or another that we cannot list them here. Quill and Scroll Foundation is deeply indebted to members of both panels and to the judges who gave days of valuable time to their analysis of one to four textbooks.

The judges used the form given to them and they used it conscientiously. They are not responsible for its limitations. Each is a successful high school teacher whose judgment is valued highly. Quill and Scroll Foundations is indebted to them, to the panel members, and all who assisted in this professional enterprise.

Perhaps this report may provide some basis for future inquiry. When such an investigation is undertaken, it is hoped that preliminary steps will not have to be repeated. It will be highly desirable to arrange for at least ten judges to evaluate each textbook and three or four others. Such a procedure will require the professional services of twenty to thirty judges, all of whom should be compensated financially. It is also suggested that different forms be used for textbooks on mass media and textbooks on journalism techniques.

Meanwhile the reader of this study also may review these aspects of instruction:

1) Why teach journalism and mass media courses -- a study of aims, objectives, purposes, or functions of such courses -- statements from which specific behaviorial objectives may emerge.

2) What we teach in journalism and mass media -- topics which may be relevant in the encounters, interactions, situations of the classroom, topics which may be the basis for units of content, and subtopics which may be significant.

3) How to teach journalism and mass media -- a limited report on classroom approaches.

4) How to select textbooks in journalism, suggesting how the teacher may modify and improve the procedure in identifying and measuring attention given to relevant aspects of the course.

TEXTBOOK'S ROLE

Are textbooks necessary? This question has been asked with regard to almost every subject and every level of study. Some journalism teachers have given the answer "yes," some the answer "no." The former appear to be in the majority, for even before 1941 many textbooks, workbooks, handbooks and manuals were published.

Of the 54 citations about textbooks in Edward C. Redford's Bibliography of Secondary School Journalism published in 1941 by Quill and Scroll Foundations, 34 were general journalism textbooks, workbooks, manuals, or handbooks; 7 were yearbook guides; 5 were newspaper guides, 2 dealt with financing, 2 with advertising, and 1 with printing.

As early as 1912 Charles B. Gleason and George I Linn wrote a 40-page booklet entitled The School Paper which was printed by Eaton and Company in San Jose, California. Leon N. Flint published two 70-page books in 1917: Newspaper Editing in High School and Newspaper Writing in High School. Charles Dillon's Journalism for High Schools was published in 1918.

The sale of the textbook was discussed by Margaret McGarry in 1929, Mildred E. Stallings in 1930, Margaret M. Sullivan in 1932, Myra Long McCoy in 1933 in master's theses. McGarry and Stallings measured space alloted to various topics.

These and other early theses were examined in The Teacher of Journalistic Activities in the American Public High Schools in 1939. The author of this doctoral dissertation also reported the outlines of eleven textbooks used in the 1920s and the 1930s. He concluded:

> In almost all the books such subjects as news writing, news gathering, the lead, types of news stories, editorials, features, makeup, headlines, copyreading, newspaper English, interviewing, advertising, style, newspaper terms, and human interest stories receive attention. Many of them deal with such problems of student publications as staff organization, financial management, printing, engraving, and advertising either fully or superficially. Some of them discuss the writing of material intended to guide or entertain the readers, for example, columns, reviews, stories.

> A few, very few, discuss the history or social significance of mediums of communication . . . . It is apparent, then, that textbooks emphasize chiefly newswriting and learning the journalistic techniques necessary to produce student publications.

In the judgment of the dissertation writer no textbook available in 1939 fully met requirements in terms of objectives advanced. Notably neglected was the recommended emphasis on the intelligent buying and reading of newspapers and periodicals. Some journalism students then as now engaged in a depth discussion of the First Amendment.

The journalism teacher of the 1970s re-reading the statement of 1939 may suggest that to some extent it describes some of the textbooks used during the interval from 1940 to the 1970s. The Journalism Education Association Curriculum Commission concluded that "none of the available textbooks were designed to do more than teach the basic preparation of school publications," as Elwood C. Karwand noted in 1969 in Secondary School Journalism in Wisconsin Public Schools.

GENERAL BACKGROUND

High school journalism courses with credit have been taught since early in the 20th Century. Perhaps they were preceded by informal instruction without credit for students on publication staffs, for printed student media were published nearly a century and a half ago. Since these early ventures in curricular journalism there has been a growing interest in the objectives, content, methods, materials, and evaluation of journalism instruction.

"Journalism is an infant study in the public school curriculum. It had found a place in only a few schools before the Great War," Edwin H. Cates wrote in his unpublished master's thesis in 1928.

"Formal instruction in high school journalism writing probably does not antedate 1912," Rosamond Davis asserted a year later in her unpublished master's thesis.

"If one examines the courses of study published before 1923 by different schools in America, he will find scarcely any reference to journalism or news writing," Edward C. Redford reported in 1930 in his unpublished master's thesis. He also noted that "only ten years later journalism either is included in the English course or treated as a separate subject or activity by most of the progressive high schools."

"Los Angeles had the first real journalism courses in California and one of the first in the United States," Katheraine Carr wrote in Quill and Scroll in 1929. She introduced the course in the fall of 1914.

Journalism courses with credit were taught as early as 1928 in the Menlo School, Menlo Park, California. Perhaps it was introduced earlier in other nonpublic secondary schools.

Journalism courses may have been taught as early as 1900 at North High School, Des Moines, Iowa; 1910 at Kearny High School, Kearny, Nebraska; as 1912 at Washington High School, Milwaukee, Wisconsin; 1914 at Decatur County High School, Oberlin, Kansas. These data were presented in The Teacher of Journalistic Activities in the American Public High School, doctoral dissertation completed by this writer in 1939 at Northwestern University.

No high school journalism courses with credit were reported by the South before 1916, in the Middle Atlantic States before 1926, New England before 1929, according to this source. By 1937 there were 7 in New England, 29 in the Middle Atlantic States, 66 in the South, 80 in the Far West, 178 in the Middle West.

In unpublished master's theses Nanette M. Ashby reported 74 journalism courses in the Middle West in 1927; Edwin M. Cates, 122 in a nationwide study in 1928; Edward C. Redford, 117 in a nationwide study in 1930; Joseph E. Roop, 118 in Missouri, Kansas, Oklahoma in 1931; Ethel Stother Mitchell, 176 in California in 1932; Dinette Z. Nussbaum, 22 in Los Angeles County in 1933.

In 1928 there were only 3,112 boys and 3,627 girls enrolled in journalism in 230 schools in 34 states, according to Statistics of Public High Schools, 1927-1928. An official of the United States Office of Education in a letter to this writer reported an enrollment of 20,088 in 1934 in 866 high schools.

In 1937 613 teachers reported a total enrollment of 13,206 students in their 545 journalism classes, an average of 24.4 per class as noted in the dissertation cited. At that time state departments of education reported in 9 journalism courses in Idaho, 6 in Louisiana, 16 in New Jersey, 47 in North Dakota, 12 in North Carolina, 52 in West Virginia.

REVIEW OF OBJECTIVES

What journalism and mass media courses are to be they are now becoming. How they have evolved during an interval of half a century or more is revealed in this review of objectives listed in textbooks, studies, and other sources cited in the analysis of six different objectives.

THE STUDENT JOURNALIST

"High school journalism courses in schools of quality -- if taught by qualified teachers -- help teenagers to produce quality student publications for their peers," according to the Principal's Guide to High School Journalism, 1971. This goal has been stressed since these courses were founded early in the 20th Century.

Unpublished master's theses in the 1920s and 1930s emphasized that one purpose was to "secure higher quality school publications," Rosamond Davis, 1929; to provide for the "efficient handling of school newspapers," Mildred E. Stallings, 1930; to "produce a creditable school paper," Joseph E. Roop, 1931; to stress "publication of the high school paper," Eleanor Probert, 1931.

Journalism courses should help boys and girls to "learn the fundamentals of journalistic technique necessary for work on student publications," according to the National Survey of High School Journalism reported in The Teacher of Journalistic Activities in the American Public High School, 1939 doctoral dissertation. See Table 1.

TABLE 1.--Extent to Which Journalism Courses Showed Students to Learn the Fundamentals of Journalistic Technique Necessary for Work on Student Publications, 1939 (Numbers).

	Yes	No	No Answer
Journalism teachers	596	5	12
High school principals	279	3	24
State departments of public instruction	23	0	3
Educators - college	41	0	2
Heads of schools and departments of journalism	20	4	1
National Institute of High School Journalism	66	1	0

Journalism courses for years have been laboratories in which student publications were produced. Sometimes the staff members and advisers alike have become so preoccupied with production that other objectives have been neglected. Evidence of success may be noted in the numbers that win high ratings in national and other critical services.

The journalism course is indispensable in producing quality student publications, according to a 1968 Quill and Scroll study, Five Factors in the Success of the High School Newspaper. Responses were received from 415 public and nonpublic high schaols. Almost 53 per cent reported that staff training was their "Number 1 problem."

Nearly one-fourth of the schools did not offer any academic credit in journalism. Almost one-half of the nonpublic schools had no journalism courses. Many schools did not offer advanced courses which provide continuity and stability in staff preparation.

High schools in which newspapers won a Gallup rating in the Quill and Scroll Critical Service were more likely to offer one, two, or three years of instruction whereas those with lower ratings were less likely to have advanced courses. The journalism courses then may insure quality performance by well-trained staffs.

In the Quill and Scroll Study of Journalism in Middle West High Schools in 1969, 54 per cent of the advisers agreed strongly and 39 per cent agreed that the objective of teaching "journalistic techniques needed by amateur journalists" was desirable. Answers came from 326 high schools in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin.

J. W. Click and John W. Windhauser in their survey of 51 members of the secondary division of the Association for Education in Journalism differentiated between three typical student publications, as Table 2 indicates.

TABLE 2.--Comparison of the Primary, Secondary, and the Not Applicable Purposes of Journalism in the High School, 1971 (Percentages).

Objective	Primary	Secondary	Not Applicable
Edit and publish the school newspaper	56.4	30.8	12.8
Edit and publish the school yearbook	24.3	59.5	16.2
Edit and publish the school magazine	23.7	57.9	18.4

It is surprising to note that nearly one-fifth of the participants consider editing and publishing activities not applicable. Even in mass media courses the experience of editing publications contributes to the student's understanding of editing problems of professional media. Since newspapers and magazines may publish the same content it is puzzling to note the difference in terms of primary importance.

The "publication function" was rated sixth in importance by the Panel of 32 in 1971. In their evaluation 49 per cent strongly agreed and 45 per cent agreed that it was an important objective. Only 3 per cent rated it marginal and only 3 per cent disagreed.

The Panel of 17 in 1972 made a more elaborate analysis in which it included films and broadcasts as well as newspapers, yearbooks, magazines, anthologies, and news bureau services. Newspapers and newsmagazines are regarded much more favorably than the other related activities, as Tables 3 and 4 indicate. A more detailed account of this inquiry is presented later herein.

TABLE 3.--Extent to Which Journalism Production Course Helps Teenagers 1971 Panel of 32 (Percentages).

Objectives	Very Important	Important	Unimportant	Very Unimportant	No Answer
To become student journalists (Who Produce "First Class" or better)	82	12	0	0	6
Newspapers, newsmagazines	94	0	0	0	6
News bureau services, newscasts	41	29	12	0	18
Yearbooks	59	24	18	0	0
Magazines, anthologies	29	35	24	0	12
Films	12	35	24	0	12
Broadcasts	24	35	29	0	12

TABLE 4.--Extent to Which General Journalism Courses Help Teenagers, 1971 Panel of 32 (Percentages).

Objectives	Very Important	Important	Unimportant	Very unimportant	No Answer
To become student journalists (Who Produce "First Class" or better)	47	29	6	0	19
Newspapers, newsmagazines	53	35	0	0	12
News bureau services, newscasts	24	41	24	0	12
Yearbooks	18	35	35	6	6
Magazines, anthologies	12	53	24	0	12
Films	18	41	24	6	12
Broadcasts	24	53	18	0	6

TABLE 5.--Extent to Which Mass Media Journalism Courses Help Teenagers, 1971 Panel of 32 (Percentages).

Objectives	Very Important	Important	Unimportant	Very unimportant	No Answer
To become student journalists (Who Produce "First Class" or better)	18	12	24	18	28
Newspapers, newsmagazines	24	18	24	18	18
News bureau services, newscasts	6	29	29	18	18
Yearbooks	12	18	29	29	12
Magazines, anthologies	12	24	29	23	18
Films	28	18	18	18	18
Broadcasts	24	29	18	18	12

It is not clear why there is a preference for producing nonprint media instead of print media. Consumers, of course, use both. Obviously, there is an expected difference in emphasis between production and other courses.

"High school communications courses known widely as journalism and mass media -- taught by qualified teachers in learning centers with the essential facilities help teenagers to cooperate with peers in teams that produce student publications, broadcasts, or similar enterprises," according to Space and Equipment Guidelines for Student Publications, 1972.

Actually student journalists often find it necessary to study problems of finance and production intensively too. Each publication is a small business enterprise in which staffs may be required to solve problems of accounting, circulation, advertising, and photography. These experiences also contribute significantly to their development.

Stimulated by qualified teachers, the student journalists cooperate in "the production of the finest scholastic publication possible within the framework of the individual school," as Homer A. Post and Harold R. Snodgrass say in News in Print, 1967.

THE TEENAGE WRITERS

Many teenagers want to write better. That's why many student publications emerged in the United States and Great Britain during the 19th Century. Most of them were journalistic or literary attempts to interest their peers -- that is, to inform, to persuade, to entertain.

Curricular ventures in journalism in the early 20th Century stressed improvement in writing. Courses in news writing and journalistic writing provided an escape from the academic and artificial forms of writing emphasized in many English courses. Themes might please the teacher, but who else cared?

Objectives reported in early master's theses indicated that many courses were established to "motivate writing" and "to vitalize composition" as Rosamond Davis, Margaret McGarry, and Mildred E. Stallings suggested. Analyses of textbooks by McGarry and Stallings revealed a strong emphasis on writing improvement.

Journalistic techniques were emphasized in early high school journalism textbooks by Leon Flint, 1917; Charles Dillon, 1918; H. F. Harrington, 1922; Grant M. Hyde, 1922; Leo A. Borah, 1925; William N. Otto, 1926; Mary J. J. Wrinn, 1929; Carl G. Miller, 1929; Perley I. Reed, 1929.

H. F. Harrington in a revised edition in 1929 wrote that "writing for a newspaper generates interest and incentive . . . . Students learn to value their work, because it is seen and appreciated by their fellows." A similar emphasis was suggested in courses of study produced by school press associations and in many schools.

The attitudes of journalism teachers, principals, and other leaders were gathered in the National Survey of High School Journalism summarized in Laurence R. Campbell's doctoral dissertation, The Teacher of Journalistic Activities in the American Public High School in 1939.

The overwhelming evidence is presented in Tables 6 and 7 which indicate that high school journalism courses may help boys and girls to communicate simply, clearly, and effectively and to develop creativity in writing.

Obviously the success of these courses depends chiefly on the qualifications of the teacher, the facilities and resources for effective instruction, and the support of the administration and faculty.

What is the evidence of more recent inquiries? Consider the findings in Journalism in Middle West High Schools in 1969, a Quill and Stroll Study.

TABLE 6.--Extent to Which High School Journalism Courses Help Boys and Girls to Communicate Simply, Clearly, and Effectively, 1939 (Numbers).

Respondents	Number Answering		No Answer
	Yes	No	
Teachers	591	6	16
Principals	287	2	17
State departments of public instruction	25	0	1
Educators - college legel	40	0	3
Heads of schools and departments of journalism	25	0	0
National Institute of High School Journalists	66	1	0

TABLE 7.--Extent to Which High School Journalism Courses Help Boys and Girls to Write Creatively So Far as Individual Capacities Permit, 1939 (Numbers).

Respondents	Number Answering		No Answer
	Yes	No	
Teachers	578	6	26
Principals	276	3	27
State departments of public instruction	24	0	2
Educators - college level	36	5	2
Heads of schools and departments of journalism	22	1	2
National Institute for High School Journalists	58	8	1

It presented data from 326 schools in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. All but one per cent had journalism courses.

In 1971 J. W. Click and John W. Windhauser invited the 51 members of the Secondary School Division of the Association for Education in Journalism to consider a comparison of the primary, secondary, and "not applicable" purposes of journalism in high school. See Table 9.

In 1971 Quill and Scroll Studies invited a panel of 32 experts in high school journalism to evaluate eight suggested objectives for high school journalism courses, three of which concerned teenage writers. The findings are reported in Table 10.

The three functions were described thus:

The news function: to develop the ability to write news and information simply, clearly, and effectively to fit specific kinds of readers.

TABLE 8.--Writing Objectives in Middle West High School, 1969 (Percentages).

Objective	Strongly Agree	Agree	Do Not Know	Disa-gree	Strongly Disagree
Stress originality and imagination in writing	58	38	1	3	0
Direct communication skills in exposition, persuasion	40	46	11	2	1
Develop journalistic techniques needed by amateur journalists	54	39	2	4	1

TABLE 9.--Objectives of Journalism Courses Reported in 1971 by Click and Windhauser.

Purposes Suggested	Primary	Secondary	Not Applicable
Give poor students of English something easy to take	0	0	100.0
Reward good students of English with something challenging to take	15.4	56.4	28.2
Write news stories about the high school and its students for local mass media	5.1	84.6	10.3
Teach factual or narrative writing	63.0	23.7	13.1
Develop the writing ability of good students of English	59.0	30.8	10.2

TABLE 10.--Extent to Which Panel of 32 Stressed Writing Objectives in High School Journalism, 1971 (Percentages).

Writing Objectives	Strongly Agree	Agree	Marginal	Disagree	Strongly Disagree
News function	75	22	3	0	0
Persuasion function	53	34	13	0	0
Enjoyment function	33	30	23	10	3

The persuasion function: to develop communication skills in exposition and persuasion designed to advise, guide, or influence readers, particularly in editorials, articles, and reviews, and other content that concerns opinions and attitudes.

The enjoyment function: to develop the ability to entertain readers in printed media, using features, articles, essays, and literary and journalistic forms.

In 1972 Quill and Scroll Studies invited the Panel of 17 experts to evaluate a re-statement of objectives. Findings are reported in Table 11.

TABLE 11.--Extent to Which Panel of 17 Approved Writing Objectives of High School Journalism Courses, 1972 (Percentages).

	Very Im- portant	Im- portant	Un- im- portant	Very Unim- portant	No Answer
The course helps teenagers to become writers who develop effective skills in narration, exposition, description, and argumentation in presenting	94	0	0	0	6
News and factual content	100	0	0	0	0
Persuasion content	88	12	0	0	0
Enjoyment content	53	29	18	0	0

What is the future of the objective that stresses improvement in writing? Some teachers have become so dedicated to the emphasis on preparing teenagers to be discerning consumers of mass media that they are willing to expunge other objectives from journalism courses, letting publications fend for themselves on an extracurricular basis. These teachers are in the minority.

If the teaching of writing with relevance develops in English curricula, the time may come when many if not all high school students may have the opportunity to improve their writing in journalistic rather than academic forms. If there is currently is a "new" English, there is little evidence that English teachers wish to banish the artificial forms now required in favor of utilitarian writing.

Journalism courses will be challenged for many years to "motivate and awaken students to effective communication achievement," as Carl H. Giles suggests in Advising the Advisers: The High School Press, 1972, and, thereby, "to help teenagers to "write simply and clearly to inform, influence, and entertain," as suggested in the Principal's Guide to High School Journalism, 1971.

Certainly the high school of the future through journalism courses should continue to stress these two objectives, as stated in Space and Equipment Guidelines for Student Publications, 1972.

> To speak and write simply, clearly, and accurately with self-discipline to inform, influence and entertain the school's publics.
> To develop creativity in writing, photography, and other areas related to student media.

Earl English and Clarence Hach wrote thus in Scholastic Journalism, 1968:

> Training in a journalism classroom will help pupils to become excellent writers, give them a flair for writing interestingly, and enable them

to work with people. They will become much more flexible than any trained in a traditional English classroom.

It is imperative that teenagers have opportunities to see their writing in printed media -- in newspapers, magazines, anthologies, and yearbooks which their peers read. One of the great opportunities that journalism courses provide is to open the gateway to writing with relevance.

THE TEENAGE FACT-FINDER

"High school journalism courses in school of quality -- if taught by qualified teachers -- help teenagers to gather, verify, and present significant facts effectively with both objectivity and imagination," according to the Principal's Guide to High School Journalism, 1971 edition.

"Resourcefulness in gathering and stating facts" was listed by Leon N. Flint in Newspaper Writing for High Schools in 1917. Rosamond Davis in her unpublished master's thesis stressed training "the student's powers of observation." Writers of articles and theses generally stressed accurate reporting.

The importance of fact-finding was emphasized significantly in The Teacher of Journalistic Activities in the American Public High School, 1939. Earlier studies for the most failed to separate the getting of the news and the writing of news. See Table 12.

TABLE 12.--High School Journalism Should Help Girls and Boys to Gather, Evaluate, Interpret, and Present Significant Information Objectively, 1939 (Numbers).

Group	Yes	No	No Answers
Journalism teachers	592	4	17
Principals	291	4	11
State departments of public instruction	24	0	2
Educators - college	41	0	2
Heads, schools and departments of journalism	22	2	1
National High School Press Institute	66	1	0

Two aims related to fact-finding were considered by the 326 advisers participating in the Quill and Scroll Study, Journalism in Middle West High Schools in 1969. Both received almost unanimous approval as Table 13 indicates.

In their comparison of the primary, secondary, and the not applicable purposes of journalism in the high school, J. W. Click and John W. Windhauser reported that 89.7 per cent of 51 respondents rated fact-gathering techniques as a primary objective. Only 7.7 per cent rated secondary. Oddly enough 2.6 per cent rated it not applicable.

TABLE 13.--Fact-Finding as a Journalism Course Objective, 1969 (Percentages).

Aims	Strongly Agree	Agree	Don't Know	Dis-agree	Strongly Disagree
Getting timely information without bias	71	27	1	0	1
Refined research techniques aimed at objectivity	36	47	11	6	0

The Panel of 32 in 1971 rated the Fact Finding objective as the top objective. Strongly agreeing were 91 per cent, agreeing were 6 per cent, and 3 per cent rated it marginal. The fact finding function was described thus: "To develop objectivity, accuracy, and truthfulness in gathering news and information-emphasizing basic research skills."

Emphasis on reliable fact finding is much greater in production courses than in general courses and mass media courses, according to the Panel of 17. Why should the consumer of mass media be less concerned about the truth than the producer? See Tables 14, 15 and 16.

TABLE 14.--Extent to Which Journalism Production Courses Help Teenagers to Become Reliable Fact Finders, 1972 (Percentages).

Aim	Very Unim-portant	Impor-tant	Unim-por-tant	Very Un-impor-tant	No An-swer
Who are reliable fact finders who are accurate, objective, truthful	88	0	0	0	12
In getting facts, news, data	100	0	0	0	0
In verifying facts, news, data	100	0	0	0	0
In analysing facts, news, data	88	6	0	0	6

TABLE 15.--Extent to Which General Journalism Courses Help Teenagers to Become Reliable Fact Finders, 1972 (Percentages).

Aim	Very Unim-portant	Impor-tant	Unim-por-tant	Very Un-impor-tant	No An-swer
Who are reliable fact finders who are accurate, objective, truthful	53	29	0	0	18
In getting facts, news, data	47	35	0	0	18
In verifying facts, news, data	53	35	0	0	12
In analysing facts, news, data	70	12	0	0	18

TABLE 16.--Extent To Which Mass Media Courses Help Teenagers to Become Reliable Fact Finders, 1972 (Percentages).

Aim	Very Unimportant	Important	Unimportant	Very Unimportant	No Answer
Who are reliable fact finders who are accurate, objective, truthful	35	29	12	0	24
In getting facts, news, data	29	35	12	0	24
In verifying facts, news, data	47	29	6	0	18
In analysing facts, news, data	65	12	6	0	18

"High school communications courses -- known widely as journalism and mass media -- taught by qualified teachers in learning centers with essential facilities help teenagers to gather, verify, interpret, and evaluate significant information, especially relevant news, of current ideas, events, and problems," according to Space and Equipment Guidelines for Student Publications, 1972.

"Any 16 or 17-year-old student journalist soon realizes that he cannot write about anything until he understands himself," Orval Husted wrote in Journalism Workbook. "He learns a new respect for those who possess and impart the information he must have. He finds that straightforwardness helps him to secure information and that it is his responsibility to be accurate and honest in writing."

THE TEENAGE CITIZEN

"High school journalism courses in schools of quality -- if taught by qualified teachers -- help teenagers to develop qualities of character and traits of personality desirable in American citizens," according to A Principal's Guide to High School, 1971. The publication laboratory provides a realistic encounter -- that of producing a newspaper, magazine, or yearbook that interests the student journalist's peers.

Grant M. Hyde said the course should help teenagers "develop greater interest in and knowledge of the community, its government, its industries, its personalities" in Journalistic Writing, 1935. He stressed the benefit of "careful fact gathering" in character training.

Journalism courses accelerate the "development of observation, imagination, originality, initiative, self-confidence, tact, dependability, punctuality, alertness, attention to details, accuracy, and a sympathetic understanding of persons and things," U. N. Hoffman wrote in See, Know and Tell Well, 1934.

Dependability, accuracy, and initiative are byproducts of high school journalism courses, Marjorie Gilbert in 1931 and Hildegarde Stolteben in 1935 reported in their unpublished master's theses. Such terms as ethical principles

and social values, civic training and social consciousness appeared in early courses of study. Evansville's course listed "poise, tact, and self confidence in business and social relations" in 1937. In 1939 Indiana's course said journalism should "encourage quick, accurate, and impartial thinking."

Journalism courses develop ethical character and good citizenship, according to The Teacher of Journalistic Activities in the American Public High School in 1939. See Table 17.

TABLE 17.--High School Journalism Courses Develop Ethical Character and Good Citizenship, 1939 (Numbers).

	Yes	No	No Answer
Journalism teachers	581	11	21
High school principals	244	14	48
State departments of public instruction	19	0	7
College educators	32	1	10
Heads of schools and departments of journalism	22	3	0
National High School Press Institute	56	10	1

Two objectives examined in Journalism in Middle West High Schools in 1969 relate to ethical character and good citizenship. Of 326 respondents 82 per cent strongly agreed and 16 per cent agreed that journalism courses "stress individual iniative and responsibility" and 72 per cent agreed strongly and 24 per cent agreed that they "stress efficiency and working together and making group decisions."

The Panel of 32 in 1971 rated this objective fourth in a list of eight, 56 per cent agreeing strongly and 34 per cent agreeing that it was a desirable objective. The citizenship function: "to develop qualities of character and personality desirable in responsible citizens by emphasis on teamwork, dependability, maturity, initiative, punctuality, courtesy, persistence, and similar characteristics."

The Panel of 17 in 1972 reported differences of emphasis in production, general, and mass media courses, as Tables 18, 19, and 20 indicate. The production course, they suggest, provides greater opportunity than do either of the other courses.

Julian Adams and Kenneth Stratton in the 1963 edition of Press Time said that journalism students develop an "increased sensitivity to school and community purposes and problems, and to the needs and rights of individuals."

"You will learn to function as part of a team," said William Hartman in Journalism, 1968. DeWitt C. Reddick in Journalism and the School Paper, 1963, said the student gets "a clearer perspective of the school and its community, opportunities for the development of initiative and ingenuity."

TABLE 18.--Extent to Which Production Courses Help Teenagers to Become Mature, Responsible Citizens, 1972 (Percentages).

Aspect	Very Im- portant	Im- portant	Unim- portant	Very Unim- portant	No Answer
Mature, responsible citizens	71	0	0	0	29
Who work as a team, solving problems cooperatively	94	6	0	0	0
Who identify school, local issues	88	12	0	0	0
Who develop desirable character and personality traits	71	29	0	0	0

TABLE 19.--Extent to Which General Journalism Courses Help Teenagers to Become Mature, Responsible Citizens, 1972 (Percentages)

Aspect	Very Im- portant	Im- portant	Unim- portant	Very Unim- portant	No Answer
Mature, responsible citizens	35	29	0	0	35
Who work as a team, solving problems cooperatively	29	41	12	0	18
Who identify school, local issues	35	47	0	0	18
Who develop desirable character and personality traits	24	46	12	0	18

TABLE 20.--Extent to Which Mass Media Courses Help Teenagers to Become Mature, Responsible Citizens, 1972 (Percentages).

Aspect	Very Im- portant	Im- portant	Unim- portant	Very Unim- portant	No Answer
Mature, responsible citizens	29	24	6	0	41
Who work as a team, solving problems cooperatively	12	47	12	6	24
Who identify school, local issues	29	29	18	0	24
Who develop desirable character and personality traits	24	40	12	6	18

To be sure, many adults and teenagers are amused or embarrassed by references to character development and personality emergence. Such talk, some think, is quaint, square, old fashioned. The religion of many teenagers is "to do their thing" no matter what the consequences later to them or those near to them.

The gods of many adults and teenagers are fun or sex, money or cars, self-indulgence and self-admiration. Many adults, including teachers, feel no obligation to set an example for teenagers, to register to vote, to affiliate with a church, or to cope directly with social problems, some of which are highly controversial.

Idealism is often misdirected. On the one hand it may find expression in violence in which teenagers equate destruction of property with solving complex issues. Others seek escape in beliefs which insulate the believer from social problems, allowing him to suppose that personal salvation involves no social responsibility.

Despite the moral decline, many teenagers desperately seek to identify themselves with movements which have their origin in idealism and their expression in constructive action. They are eager to pool their energies locally and nationally with their peers who want to think and act with maturity and responsibility.

"High school communication courses -- known widely as journalism and mass media -- taught by qualified teachers in learning centers with essential facilities help teenagers to accept responsibility as an individual, as a staff member, as a citizen in the school and community," according to Space and Equipment Guidelines for Student Publications, 1972.

The key word is a broad umbrella -- responsibility.

THE TEENAGE CAREERIST

"High school journalism courses of quality -- if taught by qualified teachers -- help teenagers to explore professional opportunities for careers in journalism," according to A Principal's Guide to High School Journalism, 1971. This objective does not include vocational training for jobs in mass media.

The teenager who enrolls in any journalism or mass media course may become interested in a career. His experience in a publication laboratory may arouse his curiosity and stimulate his interest. Accordingly he may seek information on the kinds of careers available and the college education he needs to qualify.

Rosamond Davis in 1929, Margaret McGarry in 1929, and Mildred E. Stallings in 1930 suggested that one legitimate objective was "to help students determine their fitness or lack of it, for journalistic writing as a vocation" in their master's theses. Courses of studies in some instances listed such an objective.

"It is not the concern of the high school journalism teacher to prepare students for immediate entry into the professional field," warned Ivan Benson in Fundamentals of Journalism in 1932. To thrust the high school graduate immediately into a full-time journalism career "is pitching him into a blind alley," Grant M. Hyde asserted.

Ralph D. Casey, O. W. Riegal, John Bakeless, Kenneth E. Olson, Grant M. Hyde, J. W. Piercy, and Lawrence Murphy as heads of schools or departments of journalism in the 1930s emphatically deplored the introduction of vocational or technical courses intended to prepare high school students for immediate entry into newspaper work after their graduation.

Vocational guidance? Yes. Vocational training? No. These two answers appear to constitute the consensus of leaders in journalism education at the professional level. With few exceptions, high school journalism teachers agree. Note in Table 21 their conclusions in The Teacher of Journalistic Activities in the American Public High School, 1939.

TABLE 21.--Extent to Which Journalism Courses Should Qualify Teenagers to Earn a Living in Journalism on Leaving School

	Yes	No	No Answer
Journalism teachers	101	436	76
Principals	64	148	94
State departments of public instruction	5	11	10
College educators	9	27	7
Heads of schools and departments of journalism	0	25	0
National High School Press Institute	29	39	1

While student journalists sometimes find employment on newspapers on leaving high school, few teachers or teenagers suggest that the preparation is adequate. Teenagers usually are encouraged to enter a university which offers a sound program of journalism education in the third, fourth, and fifth years of degree work.

Of the 326 teachers who cooperated in gathering data for Journalism in Middle West High Schools in 1969, 12 per cent agreed strongly and 45 per cent agreed that journalism courses may constitute preparation for professional careers in journalism, but 35 per cent disagreed. The statement does not suggest that the careers should begin once the student journalist has a high school diploma.

J. W. Click and John W. Windhauser in their 1971 survey of 51 members of secondary division of the Association for Education in Journalism studied this issue. The journalism course should "teach professional journalism in case students enter it later," according to the majority of respondents. In fact, 22.2 per cent termed the objective primary; 63.9, secondary. But what does "later" mean -- after high school or after college?

The Panel of 32 in 1971 rated the career function seventh in a list of eight, describing it thus: "To investigate opportunities for professional careers in mass media and related fields." With this position, 34 per cent strongly agreed and 44 per cent agreed.

To what extent should careers in mass media be examined in production, general, and mass media courses? The Panel of 17 in 1972 gave significantly different answers for three kinds of courses, as Tables 22, 23, and 24 indicate.

TABLE 22.--Extent to Which Production Courses Help Teenagers to Become Adequately Informed on Mass Media Careers (Percentages).

Statement	Very Important	Important	Unimportant	Very Unimportant	No Answer
Adequately informed on mass media careers	65	29	0	0	6
Professional opportunities	65	35	0	0	0
Professional education	59	35	6	0	0

TABLE 23.--Extent to Which General Journalism Courses Help Teenagers to Become Adequately Informed on Mass Media Careers

Statement	Very Important	Important	Unimportant	Very Unimportant	No Answer
Adequately informed on mass media careers	41	41	0	0	18
Professional opportunities	53	41	0	0	6
Professional education	47	41	6	0	6

TABLE 24.--Extent to Which Mass Media Courses Help Teenagers to Become Adequately Informed on Mass Media Careers

Statement	Very Important	Important	Unimportant	Very Unimportant	No Answer
Adequately informed on mass media careers	24	24	28	0	24
Professional opportunities	24	34	24	6	12
Professional education	24	24	34	6	12

"High school communications courses -- known widely as journalism and mass media -- taught by qualified teachers in learning centers with essential facilities help teenagers to examine professional fields open to those interested in mass media and related fields," according to Space and Equipment Guidelines for Student Publications, 1972.

Carl H. Giles in Advising Advisers: The High School Press, 1972, says: "Well-planned and effectively taught journalism programs . . . alert students to evaluation of journalism as a future profession." As high school advisers usually suggest, the next step should be a four-year or five-year program of university study emphasizing both professional courses with a dual major in another field.

"Something vital does happen each day in the journalism classroom," Joanna Zanter wrote. One of the early presidents of the National Association of Journalism Directors, she said that "students come assured that adventure awaits them and are eager to meet the daily challenge."

Where the journalism class produces the newspaper, the experience serves to "open the eyes of many a high school student to the field of work in which he is destined to make a great professional success," Frank Luther Mott, journalism historian wrote for the 1945 edition of A Principal's Guide to High School Journalism.

THE TEENAGE CONSUMER

"The basic goal of a communications course should be to develop discriminating users and producers of both interpersonal and mass communications." This goal was adopted by the Journalism Education Association National Curriculum Commission on November 23, 1970.

Emphasis on this objective is not new. Leon N. Flint in Newspaper Writing in High Schools in 1917 stressed "the aim of giving the student an understanding of the newspaper as an institution, an organ of democracy." Other textbook writers -- U. N. Hoffman, Carl G. Miller, Leo A. Borah, Orval C. Husted, Grant M. Hyde, and DeWitt C. Reddick reiterated this aim.

Articles on newspaper reading appeared in Quill and Scroll, Scholastic Editor, and other educational periodicals. Roland E. Wolseley and Willard G. Bleyer stressed the newspaper consumer role of the teenager. Courses of study in Pennslyvania, Indiana, and other states and various cities recognized this aim of high school journalism.

James C. Stratton stressed this objective in the 1938 Outlines in High School Journalism for Pueblo thus:

> To develop awareness of the role played by the press in modern life.
> To develop awareness of the major social problems involving the press, such as freedom of the press, crime news, propaganda, and advertising.
> To make conscious, explicit, and increasingly desirable standards to be used in evaluating newspapers.
> To develop a preference for those newspapers which most adequately meet the standards set up.
> To develop immunity to those newspapers or parts of newspapers which are inaccurate, biased, or excessively emotional in presenting news.
> To develop an ability and disposition to discuss news and newspapers intelligently.

Emphasis on intelligent buying and reading of newspapers and periodicals was stressed in Laurence R. Campbell's doctoral dissertation, The Teacher of Journalistic Activities in the American Public High School, in 1939. This objective was approved by journalism teachers, high school principals, and others as reported in Table 25.

TABLE 25.--Extent to Which Emphasis on Intelligent Buying and Reading of Newspapers and Periodicals Was Approved, 1939 (Numbers).

Group	Yes	No	No Answer
Teachers	594	7	12
Principals	243	19	44
State departments of public instruction	24	0	2
Educators -- College	40	1	2
Heads of schools and departments of journalism	23	2	0
National Institute of High School Journalism	63	3	1

Unfortunately textbook writers who stressed the consumer role of the teenager for the most part did little to achieve the objective. An exception was Edgar Dale whose How to Read a Newspaper was published in 1941. He stressed four purposes of his books in his foreword to students:

> To develop an awareness of the influence of the newspaper.
> To help build up your own standards for judging newspapers.
> To help you select and read efficiently and intelligently the newspapers which meet the standards set up.
> To help you discover your individual and social responsibility for improving the press here in America.

Among the significant sources of guidance for journalism teachers in Using Mass Media in the Schools edited by William D. Boutwell and published in 1962. In his preface Boutwell wrote:

> No rain forest in darkest Africa ever confronted men with more unknowns or a stranger mixture of enthusiasm, excitement, fears and hopes than the tangled strands of communication we call "mass media." The fact that millions of us live near or in some edges of this 'jungle' sharpens our fascination, our awe, often our horror, and sometimes our delight in the lush, overgrown matrix of television, film, radio, print, records, and tape.

Boutwell later says, "It has become more and more clear that the media are increasingly a source of intellectual content, aesthetic value, and a reality of social power." Yet writing only a little more than a decade ago, he also reported that "only one high school teacher, to my knowledge, has taught a course in "mass media."

These aims are similar to those included in a Quill and Scroll Study -- Journalism in the Middle West High Schools in 1969. Though the third statement in

Dale's third is a rewording of the second statement, the responses curiously were significantly different. The 1969 study covers mass media, not just the newspapers.

Four objectives related to the teenagers as a consumer were investigated by the Quill and Scroll Study - "Journalism in the Middle West High Schools in 1969."

TABLE 26.--Four Objectives Relating to Use of Mass Media, 1969 (Percentages).

	Strongly Agree	Agree	Marginal	Disagree	Strongly Disagree
Awareness of communication and its social implications	78	20	2	0	0
Perceptiveness and discrimination in use of mass media	75	23	2	0	0
Using mass media with discernment, discrimination	53	42	3	1	1
Stress importance of freedom of the press in the United States	58	38	1	2	1

Journalism courses should "help make students intelligent consumers of mass media." This statement had the unanimous support of a 1971 survey in which the 51 members of secondary school division of the Association for Education in Journalism took part. Nine out of ten rated it as a primary objective; one in ten, secondary.

Similar statements were approved by the Panel of 32 and the Panel of 17 in this Quill and Scroll Study in 1971. The first group ranked it third in importance as an objective. Sixty-eight per cent strongly agreed with the statement that follows, 19 per cent agreed, 13 per cent rated it marginal. The statement:

> The consumer function: To develop perceptive, discriminating consumers who understand the role, nature, and services of mass media, propaganda, advertising, and similar phenomena in open, closed, and indeterminate societies.

Aware of the emergence of mass media courses, the Panel of 17 differentiated between the objectives of production courses, general courses, and mass media courses. In the three tables, Table 27, 28, and 29, there appears to be some reluctance to recognize the importance of mass media that entertain.

"High school journalism courses in schools of quality -- if taught by qualified teachers help teenagers to understand, appreciate, and evaluate mass media and allied agencies," according to the 1971 edition of Principal's Guide to High School Journalism.

Such courses should "introduce the scope and function of mass communications" and "place in perspective the role of journalistic media in democratic society," says Carl H. Giles in Advising Advisers; The High School Press, 1972.

TABLE 27.--Production Courses Producing Newspapers or Newsmagazines, 1972 (Percentages).

Objective	Very Im-portant	Im-portant	Unim-portant	Very Unim-portant	No Answer
The course helps teenagers to become intelligent users of mass media	59	20	0	0	12
That seek to inform	76	12	0	0	12
That seek to persuade	59	29	0	0	12
That seek to entertain	29	41	6	12	12

TABLE 28.--General Courses in Which Needs of Student Journalist and Mass Media Consumer Receive Attention, 1972 (Percentages).

Objective	Very Im-portant	Im-portant	Unim-portant	Very Unim-portant	No Answer
The course helps teenagers to become intelligent users of mass media	59	29	0	0	12
That seek to inform	59	29	0	0	12
That seek to persuade	59	29	0	0	12
That seek to entertain	29	35	24	0	12

TABLE 29.--Mass Media Courses Which Stress Perception and Discrimination in Using Mass Media, 1972 (Percentages).

Objective	Very Im-portant	Im-portant	Unim-portant	Very Unim-portant	No Answer
The course helps teenagers to become intelligent users of mass media	76	6	0	0	18
That seek to inform	76	12	0	0	12
That seek to persuade	76	12	0	0	12
That seek to entertain	41	35	12	0	12

Similarly Space and Equipment Guidelines for Student Publications, 1972, describes the objectives of mass media study for teenage consumers thus:

High school communications courses -- known widely as journalism and mass media -- taught by qualified teachers in learning centers with essential facilities help teenagers to:

Understand, appreciate freedom of communication as a necessity in a free society.

Use mass media with perception and discrimination as the means of transmitting the cultural heritage and reporting the contemporary scene.

Use mass media as the means of continuing education in current history, humanities, science, technology, and other significant aspects of contemporary life.

In 1971 the Panel of 32 in a Quill and Scroll Study ranked the consumer function as third in importance. Of these experts 87 per cent agreed -- 68 per cent strongly -- with the consumer function "to develop perceptive, discriminating consumers who understand the role, nature, and services of mass media, propaganda, advertising, and similar phenomena in open, closed, and indeterminate societies."

CURRENT OBJECTIVES

Current objectives of high school journalism and mass media courses are summarized in the reports of the 1971 Panel of 32 and the 1971 Panel of 17. In the second study Quill and Scroll Studies differentiated among production courses -- in which publications are produced, general journalism courses, and mass media courses. Obviously the emphasis on different objectives may be different in each kind of basic or advanced course.

Objectives as reported in Journalism in Middle West High Schools in 1969 precede the new data gathered in this study.

To establish evaluative criteria more clearly, Quill and Scroll Studies early in 1971 invited a limited number of widely-recognized teachers to rate both the functions and the classroom activities. Thirty-two replied.

The Panel of 32 was invited to consider eight functions, each of which was described briefly. It was asked to choose one of these five responses: strongly agree, agree, marginal, disagree, strongly disagree.

Here are the objectives and the descriptions:

The Consumer Function: To develop perceptive, discriminating consumers who understand the role, natures, and services of mass media, propaganda, advertising, and similar phenomena in open, closed, and indeterminate societies.

The Citizenship Function: To develop qualities of character and personality desirable in responsible citizens by emphasis on teamwork, loyalty, dependability, maturity, initiative, punctuality, courtesy, persistence, and similar characteristics.

TABLE 30.--Objectives as Reported by 326 High Schools Participating in the Quill and Scroll Study: Journalism in Middle West High Schools in 1969 (Percentages).

	Strongly Agree	Agree	Do Not Know	Dis-agree	Strongly Disagree
Awareness of communication and its social implication	79	20	2	--	--
Perceptiveness and discrimination in use of mass media	75	23	2	--	--
Using mass media with discernment, discrimination	53	42	3	1	1
Getting timely information without bias	71	27	1	--	1
Refined research techniques aimed at objectivity and ability	36	47	11	6	--
Stress originality and imagination in writing	58	38	1	3	--
Direct communication skills in exposition, persuasion	40	46	11	2	1
Journalistic techniques needed by amateur journalists	54	39	2	4	1
Preparation for professional careers in journalism	12	45	8	32	3
Stress individual initiative and responsibility	82	16	2	--	--
Stress efficiency and working together and making group decisions	72	24	3	1	--
Stress importance of freedom of the press in the United States	58	38	1	2	1

The Facting Finding Function: To develop objectivity, accuracy, and truthfulness in gathering news and information, emphasizing basic research skills.

The News Function: To develop the ability to write news and information content simply, clearly, and objectively to fit specific kinds of readers.

The Persuasion Function: To develop communication skills in exposition and persuasion designed to advise, guide, or influence readers, particularly in editorials, articles, reviews, and other content that concerns opinions and attitudes.

The Enjoyment Function: To develop the ability to entertain readers in printed media, using features, articles, essays, and literary and journalistic forms.

The Career Function: To investigate opportunities for professional careers in mass media and related fields.

The Publication Function: To train amateur journalists the techniques used to produce student publications, including editing, headlining, makeup, and related artivities.

Participants were invited to respond to these statements by checking one of five answers: (1) strongly agree, (2) agree, (3) marginal, (4) disagree, (5) strongly disagree. Replies were received from thirty-two leaders in high school journalism. They rated the functions thus in terms of percentages. See Table 31.

TABLE 31.--Functions Examined by 1971 Panel of 32 (Percentages).

	Strongly Agree	Agree	Marginal	Disagree	Strongly Disagree
Fact finding	91	6	3	0	0
News function	75	22	3	0	0
Consumer function	68	19	13	0	0
Citizenship	56	34	10	--	--
Persuasion	53	34	13	--	--
Publication	48	45	1	3	3
Enjoyment	34	44	22	0	0
Career	33	30	24	10	3

To be sure, the functions overlap in their implications. Those who stress creativity will be disappointed in the showing of the enjoyment function. Those who believe in vocational counseling will wonder why such guidance is out of place, especially since the function as described did not encompass vocational training.

Fact-finding is the most important function, according to 91 per cent. The percentage of those checking strongly agree on others were: news, 75; consumer, 68; citizenship, 56; persuasion, 53; publication, 48; enjoyment, 34; career, 33.

The order in which these functions ranked when strongly agree and agree answers are combined is different. Here is the order: fact finding, 97; news, 97; publication, 93; citizenship, 90; persuasion, 87; consumer, 87; enjoyment, 78; career, 63. Incidentally, the career function stress guidance, not training.

Unit topics were suggested for each function. Each was rated as very important, important, marginal, unimportant, and very unimportant.

Fact-finding topics rated very important by two-thirds or more of the participants were: objectivity, interviewing news sources, editorializing, covering news events, maintaining credibility, covering school life, covering classrooms and academic programs, bias and prejudice.

Very important in the news function by 70 per cent of the participants were: recognizing news, news factors, defining news, writing the lead, interpreting the news, news story structure.

TABLE 32.--Objectives of High School Journalism and Mass Media Courses as Evaluated by the 1971 Panel of 17 (Percentages).
Code: 1 - very important; 2 - important; 3 - unimportant; 4 - very unimportant; 5 - no answer.

	Production Course					General Course					Mass Media Course				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Intelligent users of mass media	59	29	0	0	12	59	29	0	0	12	76	6	0	0	18
1) That seek to inform	76	12	0	0	12	59	29	0	0	12	76	12	0	0	12
2) That seek to persuade	59	29	0	0	12	59	49	0	0	12	76	12	0	0	12
3) That seek to entertain	29	41	6	12	12	29	35	24	0	12	41	35	12	0	12
Mature, responsible citizens who	71	0	0	0	29	35	28	0	0	85	29	24	6	0	41
1) Work as a team, solving problems cooperatively	94	6	0	0	0	29	41	12	0	18	12	47	12	6	24
2) Identify school, local issues	88	12	0	0	0	35	47	0	0	18	29	29	18	0	24
3) Develop desirable character-personality traits	71	29	0	0	0	24	46	12	0	18	24	41	12	6	18
Reliable fact finders who are accurate, objective, truthful	88	0	0	0	12	53	29	0	0	18	35	29	12	0	24
1) In getting facts, news, data	100	0	0	0	0	47	35	0	0	18	29	35	12	0	24
2) In verifying facts, news, data	100	0	0	0	0	53	35	0	0	12	47	28	6	0	18
3) In analyzing and interpreting news, facts, data	88	6	0	0	6	71	12	0	0	18	65	12	6	0	18
Writers who develop effective skills in narration, exposition, description and argumentation in presenting	94	0	0	0	6	41	47	0	0	12	24	24	29	6	18
1) News and factual content	100	0	0	0	0	53	35	0	0	12	29	41	12	0	18
2) Persuasion content	88	12	0	0	0	41	41	6	0	12	41	24	18	0	18
3) Enjoyment content	53	29	18	0	0	29	41	18	0	12	18	29	35	0	18
Student journalists who produce "First Class" or better	82	12	0	0	6	47	29	6	0	18	18	12	24	18	29
1) Newspapers, newsmagazines	94	0	0	0	6	58	35	0	0	12	24	18	24	18	18
2) News bureau services, newscasts	41	29	12	0	18	24	41	24	0	12	6	29	29	18	18
3) Yearbooks	59	24	18	0	0	18	35	35	6	6	12	18	28	29	12
4) Magazines, anthologies	29	35	24	0	12	12	53	24	0	12	12	34	23	28	18
5) Films	22	35	29	6	18	18	41	24	6	12	28	18	18	18	18
6) Broadcasts	28	35	28	0	12	24	53	18	0	6	24	29	18	18	12
Young people adequately informed on mass media career possibilities, notably	65	28	0	0	6	41	41	0	0	18	24	24	28	0	24
1) Professional opportunities	65	35	0	0	0	53	41	0	0	6	24	35	24	6	12
2) Professional education	59	35	6	0	0	47	41	6	0	6	24	24	34	6	12

Only these topics were regarded as very important so far as the consumer function is concerned: newspapers, responsible mass media, advertising, school publications, scope of mass media.

Staff policy, internal relations, external relations, and publication organization are very important, according to three-fourths of the participants.

Persuasion analysis should involve a study of editorials, writing them, researching them, interpretative articles, reading persuasion content, according to one-half or more.

The eight most important publication topics, according to participants, are censorship, the newspaper, copy editing, makeup, headlines, the adviser's role, cutlines, and publication functions.

One-half or more of the participants rated these topics as very important so far as the enjoyment function was concerned: news features, human interest stories, why features, who features. They excluded how-to-do-it features, what features, poetry, essays, fiction.

Without exception, no more than one-fourth of the advisers considered it very important to investigate careers in either print or nonprint media.

The participants in general appeared to favor a course on journalistic techniques for the school newspaper. Thus, the course for many is concerned with producing school publications, not with the consumer role.

These findings are being tested further and revised. A textbook analysis in the next half year may clarify the objectives of courses in journalism and mass media.

CONTENT

Theoretically the content of the course is determined by the general objectives summarized heretofore and by the behavioral objectives of each specific course. The term content may consist of a set of encounters, experiences, adventures, or learning situations. It may concern problems to be solved or contracts to be met related to topics or units which are presented in an order appropriate for the course.

The term content thus described does not constitute a set of blocks of information to be swallowed and digested. Some may stress what the student knows, others what he does. Accordingly the nature of the content depends on the basic objectives of the basic or advanced course which may concern all mass media or primarily a student publication.

This exposition does not attempt to label content as desirable or undesirable. It does suggest considerations for the teacher to examine in terms of the general and behavioral objectives of specific courses.

The data gathered for the 1971 Panel of 32 was examined critically. The form was revised for the 1971 Panel of 17. The tables which follow indicate the extent to which each panel concluded that various topics were important. The second table differentiates between three kinds of courses.

TABLE 33.--Evaluation of Content of Journalism and Mass Media Courses by 1971 Panel of 32 (Percentages).

Function	Strongly Agree	Agree	Marginal	Dis-agree	Disagree Strongly
Fact Finding					
Reading the news	65	26	3	0	6
Listening to news	65	23	6	0	6
Viewing the news	66	22	6	0	6
Gathering news	61	27	7	0	7
Covering news events	69	19	6	0	6
Interviewing news sources	77	13	3	0	6
Using records in news	29	52	13	0	6
Getting yearbook data	19	26	29	13	13
Sources of verification	60	20	13	0	7
Sources for backgrounding	52	28	14	0	7
Objectivity	84	3	6	0	6
Bias, prejudice, slant	67	20	7	0	7
Editorializing	75	13	6	0	6
Advocacy in the news	47	37	10	0	7
Maintaining credibility	69	19	6	0	0
Advances, followups (covering)	54	32	7	0	7
Sports events	50	25	19	0	6
Meetings, conferences	39	98	6	0	6
Speeches, interviews	47	41	6	0	6
Classrooms, academic program	69	14	10	0	7
School life	69	16	9	0	6
Community, PTA, parents	34	34	22	0	6
Social events	22	41	25	3	9
Music, drama, exhibits	52	32	10	3	3
Local, school conflicts	56	28	9	3	3
News Function					
Defining news	80	10	3	0	7
Recognizing news	88	3	3	0	6
News factors, elements	84	6	3	0	6
Writing the lead	75	6	9	3	6
News story structure	71	16	6	0	6
Kinds of news	59	25	9	0	6
Interpretative reporting	73	13	3	3	7
Yearbook writing	1	31	13	9	16
Exchanges	13	25	31	19	13
Writing longer news stories	38	31	16	3	16

TABLE 33--(Continued)

	Strongly Agree	Agree	Marginal	Dis-agree	Disagree Strongly
Consumer Function					
Mass media scope	53	31	9	3	3
Mass media theory	16	47	25	9	3
Mass media functions	34	50	9	0	6
Mass media history	16	19	55	10	0
Mass media - law	25	21	37	3	3
Mass media - libertarian societies	13	22	44	19	3
Mass media - authoritarian societies	10	19	48	18	3
Mass media - undeveloped countries	9	0	59	22	9
Mass media in other countries	3	13	61	16	6
Mass media and the economy	9	50	37	0	3
Responsible mass media	71	16	6	0	6
Newspapers	86	9	3	0	6
Magazines	48	26	13	6	3
Books	23	26	32	10	10
Movies, films	37	25	28	8	0
Radio	47	31	16	3	3
Television	45	41	7	3	3
Records, tapes, etc.	22	28	34	13	3
Propaganda	47	37	7	3	7
Advertising	86	16	13	0	6
Public relations	30	27	33	7	3
Organizations in mass media field	16	31	25	13	16
Biographies of leaders in mass media	3	16	53	19	9
Mass media - local history	3	34	37	19	6
Mass media - state history	3	25	47	16	9
Mass media research	9	16	47	25	3
School publications	53	16	19	3	9
Mass media references	14	19	31	25	6
Publications about mass media	19	19	31	25	6
Citizenship					
Publication organization	37	50	3	0	9
Staff policy	53	34	3	3	6
Internal relations	50	34	6	3	6
External relationships	50	34	6	3	6
Persuasion Function					
Listening to persuasion in media	47	37	10	0	7
Viewing persuasive efforts in mass media	48	35	10	0	6
Reading persuasive content	53	33	3	3	7
Public opinion polls	48	38	3	3	6
Writing editorials	81	6	3	0	10

TABLE 33--(Continued)

	Strongly Agree	Agree	Marginal	Dis-agree	Disagree Strongly
Researching editorials	64	19	3	0	9
Cartoons	34	41	6	6	13
Editorials	69	16	6	0	9
Columns - world affairs	35	29	23	3	10
Columns - fashions	9	31	50	6	3
Columns - guidance	13	34	37	9	6
Letters to editor	34	44	13	0	9
Symposiums - pro-con	57	23	7	3	10
Roving reporter	28	28	34	3	6
Reviews - books	13	48	29	3	6
Reviews - drama	13	47	31	3	6
Reviews - music	13	50	28	3	6
Reviews - records, tapes	13	48	32	3	3
Interpretative articles	53	31	3	0	13
Picture stories	37	47	6	3	6
Publication Function					
School newspaper	78	9	3	0	9
School magazine	35	16	35	6	6
School yearbook	50	13	22	6	9
Related activities	13	45	26	3	13
Financing publications	44	34	13	0	9
Publication photography	47	28	13	0	13
Duplicated publications	19	6	50	9	16
Letterpress printing	23	20	43	3	10
Offset printing	78	18	23	0	10
Copy editing	77	13	0	0	10
Picture editing	47	34	9	0	9
Publications functions	55	26	10	0	10
Publications history	19	37	34	3	6
Headlines	71	16	3	0	10
Outlines	63	25	3	0	49
Makeup	76	10	3	0	10
Yearbook copy	43	17	20	0	20
Yearbook layout	40	17	20	3	20
Printing specifications	37	31	16	3	13
Printing contracts	13	27	40	7	13
Budgets	40	33	17	0	10
Publication expenditures	37	28	25	0	9
Circulation revenue	28	31	28	3	9
Space sale revenue	31	37	19	0	13
Other revenue	23	23	35	10	10
Censorship	83	7	0	3	7
Evaluation, critical services	31	34	14	0	16
School press groups	66	16	9	0	9
Adviser's role	45	42	13	0	0

TABLE 33--(Continued)

	Strongly Agree	Agree	Marginal	Dis-agree	Disagree Strongly
Printed media	30	41	16	3	8
Nonprint media	16	53	16	3	13
Photography	21	48	21	3	7
Printing	16	37	34	6	6
Public relations	19	47	22	3	9
Advertising	22	44	22	3	9
Teaching	17	43	30	0	10
Enjoyment Content					
Reading enjoyment content	39	26	23	0	13
Listening to it	25	28	37	0	9
Viewing it	31	25	34	0	9
Human interest stories	66	16	9	0	9
News features	67	13	10	0	10
Who features	48	32	10	0	10
When features	22	41	28	0	9
Where features	22	31	34	3	9
Why features	52	26	13	0	10
What features	45	32	13	0	10
How-to-do-it features	25	31	31	3	9
Poetry, verse	3	19	57	9	16
Essays	6	16	50	16	13
Fiction	3	9	53	13	27

TABLE 34.--Evaluation of Content of Journalism and Mass Media Courses by 1971 Panel of 17 (Percentages)

Code: 1 - very important; 2 - important; 3 - unimportant; 4 - very unimportant; 5 - no answer

	Production Course					General Course					Mass Media Course				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
The teenager and communication	76	6	6	0	12	70	6	6	0	18	65	12	0	0	24
1) Role as consumer-citizen	47	41	12	0	0	53	35	6	0	6	76	12	0	0	12
2) Role as producer-source	76	18	6	0	0	53	29	12	0	6	29	24	35	0	42
3) Process of communication	76	18	6	0	6	71	18	6	0	6	76	12	0	0	12
4) Perception through senses	59	12	24	0	6	47	28	12	0	12	65	12	6	0	18
5) Seeing, viewing, reading	65	24	12	0	0	47	41	6	0	6	71	12	6	0	12
6) Listening, hearing	65	6	59	0	0	52	18	24	0	6	65	18	6	0	12
7) Response - nonverbal	41	35	18	6	0	24	41	29	0	0	41	35	12	0	12
8) Response - spoken	35	29	24	6	6	29	41	18	0	12	47	24	6	0	18
9) Response - written	88	6	6	0	0	47	41	6	0	6	35	41	12	0	12
10) Communication and learning	71	12	18	0	0	53	29	12	0	6	53	24	12	0	12
11) Communication and problem-solving	71	18	12	0	0	41	47	6	0	6	54	24	6	0	12

TABLE 34.--(Continued)

	Production Course					General Course					Mass Media Course				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
The teenager and mass media	47	12	6	0	35	41	18	0	0	41	47	12	0	0	41
1) Origin, development scope	29	41	12	6	12	29	53	6	0	12	54	29	0	0	12
2) Print and nonprint	29	42	12	0	12	18	70	0	0	12	53	35	0	0	12
3) Open, libertarian societies	41	24	18	0	18	18	58	6	0	18	41	35	6	0	18
4) Closed, authoritarian societies	18	24	41	0	18	18	47	18	0	18	35	35	12	0	18
5) Traditional, undeveloped societies	18	12	47	6	18	12	35	29	6	18	29	24	24	6	18
6) Academic societies	29	18	28	0	4	24	29	24	0	24	35	24	18	6	18
7) Functions	58	18	18	0	12	47	35	6	0	12	59	28	0	6	12
8) Policies	71	18	0	0	12	53	35	0	0	12	58	29	0	0	12
9) Guidelines	65	18	6	0	12	41	42	0	0	12	59	29	0	0	12
10) Structure	59	18	12	0	12	41	41	6	0	12	53	29	6	0	12
11) Careers	41	24	24	0	12	29	41	18	0	12	28	24	24	12	12
Safeguarding the consumer	53	12	12	0	24	47	12	12	0	29	53	18	0	0	29
1) Policy guidelines	94	0	0	0	0	53	35	0	0	12	65	18	6	0	12
2) Staff training	6	88	6	0	0	29	53	6	0	12	35	12	41	0	12
3) Codes of ethics	88	0	0	0	12	59	24	0	0	12	65	18	6	0	12
4) Copy editing	94	0	0	0	6	41	35	12	0	12	29	18	29	12	12
5) Picture editing	88	6	6	0	6	24	53	6	0	12	35	29	18	6	12
6) Proof reading	94	0	0	0	6	47	24	18	0	12	29	12	29	18	12
7) First Amendment	71	24	0	0	6	47	35	0	0	18	59	29	6	0	12
8) Libel	82	12	0	0	6	53	20	0	0	18	53	28	6	0	12
9) Copyright	65	24	0	0	6	47	85	6	0	12	47	29	12	0	12
10) Invasion of privacy	76	18	0	0	6	47	41	0	0	12	47	41	0	0	12
11) Pressure	82	12	0	0	6	59	39	0	0	12	59	24	6	0	12
12) Censorship	88	6	0	0	6	65	24	0	0	12	64	24	0	0	12
The consumer of news and non-news	47	18	0	6	29	65	6	0	6	29	65	6	0	0	29
1) Reading, viewing, listening to news	65	18	6	0	12	65	24	0	0	12	76	6	6	0	12
2) Defining news and non-news	82	6	0	0	12	71	18	0	0	12	71	12	6	0	12
3) Recognizing news, news criteria	88	0	0	0	12	65	24	0	0	12	65	12	6	6	12
4) Classifying the news	76	12	0	0	12	53	35	0	0	12	47	29	12	0	12
5) Local news	88	0	0	0	12	47	41	0	0	12	53	29	6	0	12
6) Nonlocal news	47	29	6	0	18	41	35	12	0	12	47	35	6	0	12
7) School news	88	0	0	0	12	41	41	6	8	12	24	35	24	0	18
Gathering local and nonlocal news	59	6	0	0	35	29	28	6	0	35	0	35	18	12	35
1) Being present at the event	32	18	0	0	0	41	47	6	0	6	24	35	29	0	12
2) Interviewing	94	6	0	0	0	59	29	0	6	6	24	35	24	6	12

TABLE 34.--(Continued)

	Production Course					General Course					Mass Media Course				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
3) Consulting records	88	12	0	0	0	47	35	6	0	12	24	46	12	6	12
4) Conducting surveys, polls	76	18	6	0	0	41	41	6	0	12	18	46	12	12	12
5) Verifying content	100	0	0	0	0	59	29	0	0	12	29	47	12	0	12
6) Photographing news	71	28	0	0	0	24	64	0	0	12	24	35	24	6	12
7) Press associations, AP, UPI, etc.	29	35	29	0	6	24	58	6	0	12	41	41	6	0	12
8) Capital, foreign correspondents	12	24	41	18	6	18	46	12	12	12	28	35	18	6	12
9) Syndicates, networks	12	29	35	18	6	18	53	6	12	12	35	35	12	6	12
Gathering schools news	88	0	0	0	12	35	35	6	0	24	12	24	24	12	28
1) Administration news	38	12	0	0	0	35	29	18	0	18	12	24	28	12	24
2) Curricular news	100	0	0	0	0	41	29	12	0	18	12	24	29	12	24
3) Co-curricular news	94	6	0	0	0	41	24	18	0	18	12	28	29	12	24
4) Sports news	94	6	0	0	0	35	35	12	0	18	12	24	29	12	24
5) Community news	54	41	0	0	0	24	41	18	0	18	12	41	18	6	24
6) Yearbook copy	53	12	18	12	6	6	35	12	24	24	0	12	24	35	29
Gathering other news	46	24	12	0	18	18	35	18	0	29	6	24	24	6	41
1) Science, health	85	47	18	0	0	12	53	12	0	24	6	41	18	12	24
2) Politics, government	41	47	12	0	0	12	47	18	0	24	12	35	18	12	24
3) Violence, crime	29	29	42	0	0	12	40	24	6	18	12	35	18	12	24
4) Institutions	41	24	24	6	6	12	41	18	6	24	6	46	18	12	24
Writing the news	76	0	0	0	24	35	28	6	0	29	6	29	18	0	47
1) Print media news structure	94	6	0	0	0	47	41	6	0	6	47	41	6	6	18
2) Nonprint media news structure	47	41	6	6	0	35	53	6	0	6	35	35	12	0	18
3) Style	94	6	0	0	0	35	47	12	0	6	29	28	24	0	18
4) Readability	100	0	0	0	0	59	29	6	0	6	29	24	24	6	18
Persuasion and propaganda	35	41	6	0	18	70	6	6	0	18	71	6	0	0	24
1) Reading, viewing, listening to persuasion content	47	47	6	0	0	82	12	0	0	6	82	6	0	0	12
2) Nature of persuasion	59	35	6	0	0	82	12	0	0	6	71	12	0	0	18
3) Propaganda	47	53	0	0	6	82	12	0	0	6	76	12	0	0	12
4) Foreign propaganda	28	29	24	18	0	53	35	6	0	6	65	24	0	0	12
5) U.S. propaganda	28	47	24	0	0	53	35	6	0	6	64	24	0	0	12
6) International media	29	29	18	24	0	41	41	12	0	6	53	28	0	6	12
7) Slanted news	71	24	6	0	0	76	18	0	0	6	70	18	0	0	12
8) Advertising	76	24	0	0	0	65	29	0	0	6	70	18	0	0	12
9) Public relations	53	24	18	0	6	41	41	6	0	12	41	35	6	0	18
Responsible leadership	76	0	0	0	24	47	12	6	0	35	35	12	6	6	41
1) Editorials	100	0	0	0	0	59	29	0	0	12	52	18	0	6	24
2) Columns	76	24	0	0	0	29	59	0	0	12	34	24	6	12	24
3) Reviews, critical essays	76	24	0	0	0	35	41	12	0	12	34	18	18	6	24
4) Letters to the editor	70	18	12	0	0	47	35	0	0	18	53	18	0	12	18

TABLE 34.--(Continued)

	Production Course					General Course					Mass Media Course				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5) Symposiums - pro and con	65	24	12	0	0	35	41	6	0	18	41	18	6	12	24
6) Other contributions	41	29	12	0	18	18	35	12	0	35	12	18	12	12	47
Mass media and enjoyment	41	18	6	0	35	35	24	0	0	41	29	24	0	0	47
1) Reading, viewing, listening	47	29	18	0	6	41	35	6	0	18	47	29	0	9	24
2) Play theory	24	18	18	24	18	12	18	24	12	35	12	24	18	12	35
3) How articles	47	53	0	0	0	24	53	18	0	6	18	47	18	6	12
4) Who articles	65	35	0	0	0	47	35	12	0	6	24	41	18	6	12
5) When articles	59	35	0	6	6	35	41	18	0	6	24	34	24	6	12
6) Why articles	71	29	0	0	0	47	35	12	0	6	34	24	24	6	12
7) Where articles	65	35	0	0	0	35	47	12	0	6	24	35	18	12	12
Creativity and enjoyment	35	29	0	0	35	41	24	0	0	35	29	18	6	0	41
1) Art, comics, cartoons	53	35	6	0	6	35	41	12	0	12	35	29	6	12	18
2) Humor	41	53	6	0	0	24	53	12	0	12	18	53	6	6	18
3) Fiction	12	35	41	12	0	6	29	35	18	12	6	41	29	6	18
4) Essays	24	28	41	6	6	18	29	29	18	12	24	29	18	12	18
5) Poetry	12	18	47	24	0	6	18	47	18	12	6	29	29	18	18
6) Drama	12	24	35	29	0	6	24	46	12	12	18	29	29	6	18
7) Nonprint media	18	24	28	18	12	18	34	24	12	12	46	18	12	6	18
Supporting mass media	58	12	6	0	24	40	24	12	0	24	47	18	6	0	29
1) Costs of production	59	29	6	0	6	41	35	18	0	6	53	35	0	0	12
2) Support from public enterprise	18	40	24	6	12	12	24	46	0	18	24	28	24	0	24
3) Support from nonpublic enterprise	12	41	28	6	12	12	12	58	0	18	24	28	18	6	24
4) Support from school enterprise	35	47	12	0	6	24	35	29	0	12	18	40	18	6	18
5) Revenue from sale of copies	65	29	6	0	0	41	24	18	6	12	18	34	12	18	18
6) Revenue from sale of advertising	65	34	0	0	0	52	24	0	0	12	35	41	6	0	18
7) Revenue from other sources	35	47	12	0	6	24	29	35	0	12	12	35	29	6	18
8) Responsible financing, accounting	65	35	0	0	0	41	41	12	0	6	34	18	18	12	18
Printing mass media	35	59	6	0	0	29	24	12	0	35	18	24	12	6	40
1) Symbols, signals	41	12	29	0	18	24	24	28	0	24	35	18	18	0	29
2) Art	47	41	6	0	6	29	35	24	0	12	29	35	18	0	18
3) Writing	82	12	0	0	6	52	24	12	0	12	35	29	18	0	18
4) Photography	76	18	0	0	6	41	35	12	0	12	35	29	12	0	24
5) Headlines	76	18	0	0	6	41	41	6	0	12	18	28	34	0	24
6) Makeup	82	12	0	0	6	35	47	6	0	12	18	28	24	6	24
7) Printing - duplicated	24	18	18	24	18	6	28	24	24	18	0	12	29	29	29
8) Printing - relief	18	35	12	18	18	6	35	18	24	18	0	18	18	35	29
9) Printing - offset	76	18	0	0	6	41	29	12	6	12	6	35	12	24	24
10) Printing - specifications, contracts	59	29	0	6	6	29	35	6	18	12	0	18	24	35	24

TABLE 34.--(Continued)

	Production Course					General Course					Mass Media Course				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Nonprint media	0	18	24	35	41	29	24	0	0	47	53	6	0	0	41
1) Photography	65	18	0	0	18	47	35	0	0	18	47	29	6	0	18
2) Telegraph	6	18	24	29	24	6	28	24	18	24	18	12	28	18	24
3) Cable	6	18	29	18	29	6	34	34	12	24	24	28	24	6	18
4) Film	24	18	24	12	24	18	58	0	6	18	64	24	0	0	12
5) Telephone	12	12	24	24	28	18	28	24	12	18	18	18	34	12	18
6) Motion pictures	12	18	18	24	28	18	46	6	12	18	53	29	6	0	12
7) Wireless, radio	12	24	18	18	28	18	46	12	6	18	47	41	0	0	12
8) Records, tapes	24	34	12	12	18	24	52	12	0	12	53	29	0	0	18
9) Television	12	46	6	12	24	24	52	6	0	18	70	12	6	0	12
10) Performing arts	0	40	18	18	24	0	41	35	6	18	35	35	6	0	24

METHODS

Teachers who responded to the questionnaires used in Journalism in Middle West High Schools in 1969 evaluated the methods they used. Table 35 is based on replies from 326 journalism teachers. It is evident that their courses generally were newspaper-centered and that the greatest emphasis was on the journalistic techniques useful in school newspaper production.

Journalism teachers have little faith in formal examinations, according to Table 35. They see merit in news beats but not advertising beats, question the use of book reviews, doubt the value of team teaching which began at the high school level in the late 1930s. Perhaps one-fourth to one-third of them see little merit in audiovisual aids, workbooks, attitude tests, local movie-going, debates, and classroom demonstrations.

TABLE 35.--Teaching Methods Used in Journalism Courses Reported in Journalism in Middle West High Schools in 1969 (for 326 schools) (Percentage).

	Absolutely Essent.	Very Imp.	Somewhat Imp.	Not Very Imp.	Detrimental	No Opinion
News beats	30	36	20	9	2	3
Advertising beats	11	20	22	26	2	19
Oral book reviews	2	3	21	58	6	10
Writing book reviews	5	9	35	40	4	7
Debates	3	9	26	47	3	12
Demonstrations	10	27	33	20	2	8
Panel discussions	5	20	43	26	2	4
General discussions	24	37	29	6	2	2
Small group discussions	19	32	33	10	1	5
Brainstorming	29	26	26	7	2	10

TABLE 35.--(Continued)

	Abso-lutely Essent.	Very Imp.	Some-what Imp.	Not Very Imp.	Detri-mental	No Opinion
Examinations - mid-term	4	14	31	39	6	6
Examinations - final	10	13	36	32	4	5
Examinations - objective	5	17	34	34	6	4
Examinations - essay	12	31	29	21	3	4
Examinations - combination	13	29	31	20	3	4
Guest speakers	20	37	35	5	1	2
Homework	19	26	31	19	3	2
Laboratory - news writing	56	31	9	1	1	2
Laboratory - other writing	54	29	12	3	--	2
Laboratory - editing	54	32	11	2	--	1
Interviews in class	30	37	22	9	--	2
Interviews out of class	46	39	11	3	1	--
Lectures	16	31	32	17	2	2
Library use during class	7	23	40	24	2	4
Library service materials	21	32	32	12	--	3
Local radio station listening	7	13	39	29	3	9
Local TV viewing	9	17	38	22	2	12
Local movie going	6	9	36	35	3	11
Plant tours - newspaper	21	35	31	8	1	4
Plant tours - radio	9	18	39	23	2	9
Plant tours - TV	9	18	38	24	2	9
Polls	11	33	31	13	1	5
Projectors - movie	14	19	32	24	--	11
Projectors - opaque	12	18	28	30	1	11
Projectors - overhead	18	19	30	22	1	10
Projectors - slide	8	20	31	28	2	11
Projectors - other	5	11	21	31	2	30
Independent projects	24	31	24	12	--	9
Team projects	23	29	26	12	2	8
Socratic method	16	22	28	14	2	18
Staff assignment	47	35	13	2	2	1
Supervised study	13	29	29	18	4	7
Surveys, content measurement	12	32	31	15	2	8
Tape recorder	11	17	28	33	1	10
Team teaching	3	10	20	31	8	28
TV terms	1	6	18	38	10	27
Tests - terms	9	25	29	25	3	9
Tests - style	14	31	28	15	4	8
Tests - technique	14	29	28	16	4	9
Tests - information	11	28	30	18	4	9
Tests - attitudes	8	24	28	23	3	14
Workbook	7	12	21	32	12	16
Cooperative planning	34	26	21	9	1	9

Typical methods also were summarized in Space and Equipment Guidelines for Student Publications, published in 1972 by Quill and Scroll Foundation. They follow:

Learning Activities

Learning activities in communication, journalism, and mass media--whether curricular or co-curricular--often involve the student journalist in speaking, listening, reading, viewing, and writing. As the source of the message the student journalist encodes a news story or editorial, a photograph or poem. As the destination of the message he may decode a newspaper story or yearbook comment.

Listening and Speaking
- Class lectures, discussions, debates, oral reports
- Demonstrations, dramatizations with role playing
- Interviews--individual, group; press conference
- News gathering--news sources
- Advertisement sales--merchants
- Subscription sales--customers
- Staff planning sessions, brainstorming
- Gathering ideas, facts for editorials, columns, articles
- Using the telephone, tape recorder
- Nonprint media
- Note taking

Reading
- Instructional material--textbooks, workbooks, stylebooks
- Resource material, records, for developing editorial content
- Verification materials--for checking ideas, facts
- Written and pictorial copy for student publications
- Galley proofs for student publications
- Contracts, forms, business records
- Material to file in the morgue
- Print media--newspapers, magazines, books, direct mail

Viewing
- Pictorial content--photographs, posters, sketches for publications
- Nonprint media--movies, television, other projected material
- Settings for photographs
- News events
- Page layouts, newspaper makeup, dummies, pasteups
- Taking photographs
- Vieving films for editing

Writing
- Staff forms, contracts, instructions, memoranda
- News
- Feature articles
- Editorials, columns, reviews
- Literary copy--poems, stories, essays
- Yearbook copy
- Scripts for student-prepared films

Library and audiovisual resources in more than one-third of the schools are less than astisfactory, wholly unsatisfactory, or elicit no comment, as Table 36 indicates. Relatively few schools rate these resources either excellent or somewhat satisfactory.

High school libraries rarely have satisfactory background books on regional or state journalism, mass media overseas, careers in mass media, contemporary journalism, or other books on mass media. The teacher interested in teaching the use of mass media is frustrated in one-half to two-thirds of the participating schools.

Library and audiovisual resources in more than one-third of the schools are less than satisfactory, wholly unsatisfactory, or elicit no comment, according to Journalism in Middle West High Schools in 1969. Relatively few schools rate these resources either excellent or somewhat satisfactory. High school libraries rarely have satisfactory background books on regional and state journalism, or other books on mass media. Thus, the teacher interested in developing courses of the use of mass media is frustrated in one-half to two-thirds of the participating schools.

TABLE 36.--Library and Audiovisual Resources as Reported in Journalism in Middle High Schools in 1969 (Percentages).

	Excellent	Very Satis.	Somewhat Satis.	Less Than Satis.	Mostly Unsatis.	No Comment
Audiovisual materials, films	7	14	27	28	16	8
Audiovisual equipment	13	23	26	18	12	8
High school textbooks	12	21	32	18	12	5
College textbooks	2	8	18	23	23	26
Journalism books--biography, history	7	19	33	20	11	10
Regional books--state journalism	3	7	20	30	21	19
Mass media overseas	1	3	8	27	33	28
Careers in mass media	2	10	26	29	19	14
Contemporary affairs	9	20	28	18	12	13
Other books of mass media	2	12	27	27	16	16

TEXTBOOK ANALYSIS

Unfortunately many high school teachers of journalism and mass media have examined relatively few textbooks. Indeed, some may have investigated only those they use or approved for statewide use. Evidence to prove this statement is presented in Table 37 in which many Middle West teachers conceded that they were unfamiliar with current textbooks.

The situation was about the same in the textbook evaluation of the 1971 Panel of 17, for even many able teachers were unfamiliar with textbooks they didn't use. Several textbooks are virtually out of print; others are awaiting revision. Most popular textbook authors in the Middle West study were English-Hach, Spears, and Adams-Stratton. Actually the Indiana Teachers Guide as well as Allnuts and Gilmore's books are not really intended to be textbooks.

TABLE 37.--Textbook Evaluation Reported by 326 Advisers in Journalism in Middle West High Schools in 1969.

	Excellent	Very Satisfactory	Somewhat Satis.	Less Than Satis.	Wholly Unsatis.	Unmiliar with Book
Press Time (Adams-Stratton)	6	17	30	9	4	34
The Student Journalist (Arnold-Krieghbam)	5	12	16	8	1	58
Scholastic Journalism (English-Hach)	21	15	24	7	1	32
High School Journalism Today (Gilmore)	1	9	19	8	1	62
Journalism (Hartman)	2	10	16	9	2	61
Journalism Workbook (Husted)	--	5	13	9	4	67
Modern Journalism (Miller)	1	16	27	12	6	38
Experiences in Journalism (Malligan-D'Amelo)	3	11	12	13	1	60
News in Print (Post-Snodgrass)	1	10	20	13	4	52
Journalism and the School Paper (Reddick)	2	11	20	10	4	53
High School Journalism (Spears)	6	21	29	12	4	28
Indiana Teachers Guide	10	21	12	2	--	55

To be certain that the judges had read the books they evaluated, Quill and Scroll provided the necessary copies. The evaluation in 1971-1972 involved an appraisal in terms of major topics and significant subtopics. Unfortunately even this procedure had limitations.

1. Several publishers did not cooperate or were so slow that the textbooks did not get to the judges when the judges were available to analyze them.

2. As a consequence there were too few judges to provide for a consistent and thorough appraisal.

3. Several important books were not judged at all so the report is incomplete, namely those by Miller and Post-Snodgrass, both highly regarded.

4. To have arranged for ten judges for each book probably would have been too costly in terms of purchasing textbooks. Moreover since none of the

judges received financial compensation, it would have been an imposition to ask them to judge more than three or four books.

TABLE 38.--Textbook Evaluation by the 1971 Panel of 17 (Percentages).
Code: 1 - for very satisfactory 4 - for very unsatisfactory
2 - for satisfactory 5 - No answer
3 - for unsatisfactory

Textbooks	Column 1 Production					Column 2 General					Column 3 Mass Media				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Adams, J. and K. Stratton: Presstime	24	35	18	0	24	4	35	18	2	35	6	12	24	24	34
Allnut, B.: Springboard to Journalism	0	6	6	0	88	6	6	0	0	88	0	0	12	0	88
Arnold, E. and H. Krieghbaum: The Student Journalist	24	12	0	0	65	6	6	12	0	76	0	6	12	6	76
English, E. and C. Hach: Scholastic Journalism	41	29	6	0	24	28	29	6	0	35	6	18	2	24	46
Gilmore, G.: High School Journalism Today	0	18	6	0	71	0	12	12	0	76	6	12	12	0	71
Hartman, W.: Journalism	0	12	12	0	76	0	12	12	0	76	0	6	18	0	76
Miller, Carl G.: Modern Journalism	0	12	18	6	65	6	6	18	6	65	0	0	18	18	64
Moyes, N. and D. H. White: Journalism in Mass Media	12	24	6	6	53	12	24	6	0	59	12	12	12	0	64
Mulligan, J. and S. D'Amelo: Experiences in Journalism	0	18	18	0	65	0	12	18	0	71	0	0	18	12	70
Post, H. and H. R. Snodgrass: News in Print	0	12	12	0	76	0	6	12	0	82	0	0	6	12	82
Reddick, D.: Journalism and The School Paper	0	18	12	6	65	6	12	12	6	65	0	6	18	6	70
Spears, H. High School Journalism	12	18	12	0	59	6	12	18	0	65	0	6	12	12	76

The outcomes of this Quill and Scroll Study, therefore, are not presented as edicts from Mount Sinai. Instead the outcomes suggest how a limited number of judges conscientiously used the form provided. Their conclusions are interesting, but they are not to be regarded as the "final word" on the merit of the textbooks.

Certainly the selection of the book must be considered in terms of the course in which it may be used. Possibly none of the textbooks is ideal for a mass media course. Probably all of the books can be used effectively in production and general courses in journalism.

Readers may approve or disapprove with the analysis form. Some may feel that some topics and subtopics deserved more or less emphasis or that they should have been presented in a different order. Perhaps some of the topics or subtopics should be eliminated, and perhaps others should be added.

Obviously it would have been desirable to have the same number of judges evaluate each textbook, although the cost probably would have been prohibitive. Actually the judges deserve financial compensation for their work, for the length of the form required intensive study in evaluating textbooks.

Then, too, the textbooks were published in different years. Some had been revised recently; others were awaiting revision. Actually there seems to be no ideal time for an evaluation that will be fair to all textbook authors in this field. Widely-used textbooks, of course, should be facing revision as soon as they are published.

GENERAL CONSIDERATIONS

Textbooks may be evaluated in terms of what is expected in any high school textbook. In Table 39 as in the others in the textbook analysis -- the best scores are the lowest scores. The Adams-Stratton textbook had the lowest score in Part 1 of this section -- 1.3 -- and the Moyes-White textbook had 1.5. In Part 2 the Moyes-White book had 1.6 and the Adams-Stratton book 1.7, but the latter had a slightly lower average. See Table 39.

The Teenager, Communication and Society

The teenager and communication is the first of 3 topics in Part 1, each of which has a number of subtopics. There are 11 subtopics. The top scores on this topic were: Moyes-White, 1.5; English-Hach, 1.7; Adams-Stratton, 2.1. Some teachers may find this chapter to be more useful to the teenage consumer than the student journalist.

Top scores in Topic 2, the teenager and mass media, are: Moyes-White, 1.3; Adams-Stratton, 2.4; Hach-English, 2.6.

Top scores in Topic 3, safeguarding the consumer are: Moyes-White, 1.8; Adams-Stratton, 1.9; English-Hach, 2.1. In the scores for Part 1 with the three foregoing topics, top scores are: Moyes-White, 1.5; English-Hach, 2.1; Adams-Stratton, 2.2.

The Truth Shop

Top scores follow for each of the six main topics:

The consumer and the news: Moyes-White, 1.5; Adams-Stratton, 1.5; English-Hach, 1.9. (First two are tied.)

Gathering local news: Adams-Stratton, 1.5; English-Hach, 1.5; Moyes-White, 1.5. (All three are tied.)

TABLE 39.--General Considerations in Textbook Analysis, 1972 (Percentages). (The lower the score, the better the score)

Considerations	Textbook Authors									
	Adams-Stratton	Allnut	Arnold-Krieghbam	English-Hech	Gilmore	Hartman	Moyes-White	Mulligan-D'Amelo	Reddick	Average
General Considerations - Part 1										
Title	1.4	2.2	1	2.5	1	2.7	1.5	2.7	2	1.9
Cover	1.4	2.8	1.5	2.5	3	2.5	1.5	2.5	2	2.2
Binding	1.1	3	1.5	2.5	3	1.7	.15	1.7	2	2
Body type	1.1	2.4	1	2.5	2	1.7	1.5	1.7	1	1.8
Headline type	1.4	2.4	2.5	1.5	2	1.7	1.5	2.3	1	1.8
Photographs	1.4	3	3	3	1	3	1.5	4	3	2.5
Illustrations	1.4	3	2.5	2.5	1	2.5	1.5	2.7	3	2.2
Examples	1.4	2.6	2	2	1	2.5	1.5	3	3	2.1
Art work	1.4	3.2	2.5	3	2	2.5	1.5	2.3	3	2.4
Foreword	1.6	2	2	2	2	5	1.5	2.3	6	2
Table of Contents	1.1	1.8	1	2.5	2	2.3	1.5	2.5	3	2
Index	1.1	2	2	5	5	2.3	1.5	2.5	3	2.7
Author's qualifications	1.3	1.7	1.5	2	1	2.7	1.5	2	6	2.2
Total Average	1.3	2.4	1.8	2.6	2	2.5	1.5	2.5	2.9	2.2
General Considerations - Part 2										
Suggested readings	1.4	1.8	4	4.5	5	3.5	1	3.5	5	3.3
Glossary	1.1	4.8	3	3	5	2.5	1	2.7	5	3.1
Laboratory exercises	1.4	1.8	5	2	5	3.3	1	2.7	2	2.8
Oct-of-class exercises	1.4	1.8	4.5	2	5	2.7	1	2.5	2	2.5
Objective tests	2.8	5	5.5	4	5	4.5	4	3.7	5	4.4
Essay, other tests	2.7	5	5.5	3.5	5	4.5	3	3.7	4	4.1
Style	1.4	3.2	2.5	2.5	3	3	1	3.7	2	2.4
Headline schedule	1.3	2.4	1.5	2	4	3	2	2.7	2	2.3
Projects, problems	1.4	2	4.5	2	5	3.3	1.5	3	2	2.7
Total Average	1.7	3.1	4	2.8	4.7	3.4	1.7	3	3.2	3.1
Grand Average General	1.5	2.7	2.9	2.7	3.3	3.9	1.6	2.7	3	2.6

Gathering non-local news: Moyes-White, 2; Adams-Stratton, 3.2; English-Hach, 3.2. (Second and third are tied.)

Gathering school news: Moyes-White, 1.9; Gilmore, 2.7; Adamas-Stratton, 2.8.

Writing the news: Moyes-White, 1; Adams-Stratton, 1.8; English-Hach, 1.8.

Overall scores for this section were: Moyes-White, 1.5; Adams-Stratton, 2.1; Gilmore, 2.3; English-Hach, 2.4.

The Persuasion Podium

Top scores were:

Persuasion and propaganda: Moyes-White, 1.8; Adams-Stratton, 2.2; English-Hach, 2.5.

Responsible leadership: Adams-Stratton, 1.3; Moyes-White, 1.3; English-Hach, 2.4.

Overall scores for this section: Moyes-White, 1.5; Adams-Stratton, 1.6; English-Hach, 2.4.

The Pleasure Dome

Top scores were:

Mass media and enjoyment: Moyes-White, 1.6; English-Hach, 2; Adams-Stratton, 2.5

Creativity and enjoyment: Moyes-White, 1.9; Adams-Stratton, 2.9; English-Hach, 3.

Overall scores for this section: Moyes-White, 1.7; English-Hach, 2.6; Adams-Stratton, 2.7.

Producing Mass Media

Top scores were:

Supporting mass media: Moyes-White, 1.7; Adams-Stratton, 2.0; English-Hach, 2.7.

Printing mass media: Moyes-White, 1.6; Adams-Stratton, 1.8; English-Hach, 2.4; Arnold-Krieghbaum, 2.4.

Nonprint media: Moyes-White, 2.2; Adams-Stratton, 3.5; Adams-Stratton, 4.3; Hartman, 4.3. (Note weakness of books in this area.)

Overall scores were: Moyes-White, 1.8; Adams-Stratton, 2.5! English-Hache, 2.7.

TABLE 40.--The Teenager, Communication, and Society, 1972 (Percentages). (The lower the score, the better the score)

Considerations	Textbook Authors									
	Adams-Stratton	Allnut	Arnold-Krieghbaum	English-Hech	Gilmore	Hartman	Moyes-White	Mulligan-D'Amelo	Reddick	Average
PART I - THE TEENAGER, COMMUNICATION AND SOCIETY										
The Teenager and Communication (Topic 1)										
Role as consumer-citizen	2	4.6	3	1.5	3	4	1.5	3.5	3	2.9
Role as producer-source	2	4.2	2.5	1.5	3	4	1.5	3.3	3	2.8
Process of communication	2.1	4.2	3	2	2	3.5	1.5	4	4	2.9
Perception through senses	2.9	4.5	3.5	2	2	4.3	1.5	4.3	4	3.2
Seeing, viewing, reading	2.3	4.4	3.5	1.5	2	3.3	1.5	3.7	3	2.8
Listening, hearing	2.7	4.4	3.5	1.5	3	3.7	1.5	4	3	3
Response - nonverbal	3.3	4.8	3.5	2	2	4	1.5	4.5	4	2.8
Response - spoken	2.1	4.6	3.5	2	3	3.5	1.5	4.3	4	3.2
Response - written	2.3	4.4	3.5	1	2	3.3	1.5	3.5	3	2.1
Communication and learning	2.3	4	3	2	3	3.7	1.5	3	3	2.8
Communication and problem-solving	2.1	4	3.5	2	3	4	1.5	3.5	3	3
Total Average	2.4	4.3	3.3	1.7	2.5	3.8	1.5	3.8	3.4	2.9
The Teenager and Mass Media (Topic 2)										
Origin, development scope	2.4	4.8	3.5	2.5	2	2.3	1	3.3	5	3
Print and nonprint	2.3	5	4	2	3	3.3	1	3.7	5	3.3
Open, libertarian societies	2.9	5	3.5	3	3	3.7	2	4.3	5	2.9
Closed, authoritarian societies	3.1	5	4	3	3	4	2	4.3	5	3.7
Transitional, undeveloped societies	3.6	5	5.5	3	4	4.3	2	4.3	5	3.4
Academic societies	3	5	3	2	4	3.7	1	3.7	5	3.4
Functions	2.3	5	3.5	2	3	2.7	1	3.5	5	3.1
Policies	2	4.4	3.5	2.5	3	3	1	3	5	2.4
Guidelines	1.7	4.4	3.5	2.5	3	2.7	1	3	5	3
Structure	1.9	4.6	3	2.5	3	3	1	3.3	4	2.9
Careers	2.3	5	3	3.5	3	4.3	1	3.5	4	3.3
Total Average	2.4	4.8	3.6	2.6	3.1	3.4	1.3	3.6	4.8	3.2

TABLE 41.--(Continued)

Considerations	Textbook Authors									
	Adams-Stratton	Allnut	Arnold-Krieghbaum	English-Hech	Gilmore	Hartman	Moyes-White	Mulligan-D'Amelo	Reddick	Average
Safeguarding the Consumer (Topic 3)										
Policy guidelines	1.7	3	3	2	3	2.7	1.5	3	4	2.7
Staff training	1.4	3.4	1.5	2	2	2.7	1.5	3	3	1.6
Codes of ethics	2	2.8	2.5	2	3	3	1.5	2.5	3	2.5
Copy editing	1.3	2.2	1.5	1.5	2	2	2	2.5	3	2
Picture editing	1.3	2.2	1.5	1.5	2	2.3	2	2.7	3	2.1
Proof reading	1.1	3	2	1	2	2.3	2	2.7	3	2.1
First amendment	2.9	5.2	4	1.5	3	3.5	1.5	3.7	4	3.3
Libel	2	5.2	4	2.5	3	3.3	1.5	4.5	5	3.4
Copyright	2.1	5.4	4.5	3	3	4	1.5	4.5	4	3.6
Invasion of privacy	2.!	5	4.5	3	3	3.!	2.5	4.5	5	3.8
Pressure	2.3	4.8	4	2.5	3	3.3	2	4.5	5	3.5
Censorship	1.9	4.6	4	2.5	3	3	2.5	4.5	5	3.4
Total Average	1.9	3.8	3.1	2.1	2.7	3	1.8	3.5	3.9	2.9
Part I - Grand Average	2.2	4.3	3.3	2.1	2.8	3.4	1.5	3.6	4	3
PART II - THE TRUTH SHOP										
The Consumer and News and Non-News (Topic 4)										
Reading, viewing, and listening to news	1.7	4.4	3.5	2	3	3.3	1.5	3.7	2	2.8
Defining news and non-news	1.4	2.6	2	1.5	2	2.3	1.5	3.3	2	2.7
Recognizing news, news criteria	1.3	2.6	2.5	1.5	2	1.7	1.5	2.5	2	1.9
Classifying the news	1.3	2	2.5	1.5	2	2	1.5	2.7	2	2.1
Local news	1.4	3	3	2.5	2	4	1.5	2.7	2	2.5
Nonlocal news	1.9	4	3.5	3	2	4	1.5	3	3	2.9
School news	1.3	2	3	1.5	2	2	1.5	2.7	2	2
Total Average	1.5	2.9	2.9	1.9	2.1	2.8	1.5	2.9	2.1	2.3

TABLE 41.--(Continued)

Considerations	Textbook Authors									
	Adams-Stratton	Allnut	Arnold-Krieghbaum	English-Hech	Gilmore	Hartman	Moyes-White	Mulligan-D'Amelo	Reddick	Average
Gathering Local News (Topic 5)										
Being present at the event	1.7	2.4	2.5	1.5	1	3.3	1.5	2.7	3	2.2
Interviewing	1.1	1.8	2.5	2	1	3	1.5	2.5	2	1.9
Consulting records	1.7	3	2.5	2	1	3.3	1.5	2.7	3	2.3
Conducting serveys, polls	1.9	3.6	3	2	2	3.3	1.5	2.7	3	2.6
Verifying content	1.4	2.8	3	2	2	3	1.5	2.7	3	2.4
Photographing news	1.3	3.2	2.5	3	2	3	1.5	3	3	2.5
Total Average	1.5	2.8	2.7	2.1	1.5	3.1	1.5	2.7	2.8	2.3
Gathering Nonlocal News (Topic 6)										
Press associations - AP, UPI, etc.	2.6	5	3	3	3	3.3	1.5	3.3	4	3.2
Capital correspondents	3.3	5.4	3.5	3.5	4	4.3	2	3.7	5	3.9
Foreign correspondents	3.4	5.4	4	3.5	4	4.3	2.5	3.7	5	4
Syndicates	3.3	5.4	3.5	3	4	4	2	3.7	5	3.8
Networks	3.3	5.4	4	3	4	4.5	2	4	5	3.9
Total Average	3.2	5.3	3.6	3.2	3.8	3.7	2	3.7	4.8	3.7
Gathering School News (Topic 7)										
Administration news	2	2.4	3	2	2	2.7	1.5	3	3	2.4
Curricular news	1.6	2.2	3	2	2	2.5	1	3	2	2.1
Co-curricular news	1.4	2.2	3	2	2	2.3	1	2.5	2	2
Sports news	1	1.8	4	2	2	2.3	1	2.5	1	2
Community news	1.3	3	4	1.5	2	3.5	1.5	3	2	2.4
Yearbook copy	4.5	5.6	2.5	5	1	2.3	1	4	6	3.5
Total Average	2	2.9	3.2	2.4	1.8	2.6	1.2	3	2.7	2.4

TABLE 41.--(Continued)

Considerations	Textbook Authors									
	Adams-Stratton	Allnut	Arnold-Krieghbaum	English-Hech	Gilmore	Hartman	Moyes-White	Mulligan-D'Omelo	Reddick	Average
Gathering Other News (Topic 8)										
Science, health	2.6	5.2	4.5	3	2	3.5	2	4	4	3.4
Politics, government	2.7	5.2	4.5	3	3	3.7	1.5	4	4	3.5
Violence, crime	2.9	5.2	4.5	3.5	3	4.3	2	4	4	3.7
Institutions	2.9	5.2	4.5	3.5	3	4.3	2	4	4	3.7
Total Average	2.8	5.2	4.5	3.2	3.7	3.9	1.9	4	4	3.6
Writing the News (Topic 9)										
Print media news structure	1	2.2	3	1.5	2	2	1	2.5	4	2.1
Nonprint media news structure	3.1	5	4.5	2	2	4.5	1	4	3	3.2
Print media structure	1.3	3.2	3	1.5	2	2.3	1	3	3	2.3
Style	1.3	2.8	2.5	1.5	2	2.5	1	2.5	3	2.1
Readability	1.6	2.6	3	2.5	2	3	1	2.7	3	2.4
Total Average	1.7	3.2	3.2	1.8	2	2.9	1	2.9	3.2	3.4
Part II - Grand Average	2.1	3.7	3.3	2.4	2.3	3.2	1.5	3.2	3.3	2.8
PART III - THE PERSUASION PODIUM										
Persuasion and Propaganda (Topic 10)										
Reading, viewing, listening to persuasion content	2.4	4.2	4	2	3	3.5	1	4	4	3.1
Nature of persuasion	2.3	4.4	3.5	2	3	3.3	1	4	4	3.1
Propaganda	2.3	5.2	4.5	2	3	3	1.5	4	4	3.3
Foreign propaganda	3.7	5.4	4.5	3	4	4.5	3.5	4.3	4	4.1
U.S. propaganda	3.6	5.4	4.5	3	4	4.5	2	4.5	5	4.1
International media	3.9	5.4	4.5	3.5	4	4.7	3.5	4.5	5	4.3
Slanted news	1.9	4.8	4	2.5	3	3.3	1.5	3.7	4	3.2

TABLE 41.--(Continued)

Considerations	Textbook Authors									
	Adams-Stratton	Allnut	Arnold-Krieghbaum	English-Hech	Gilmore	Hartman	Moyes-White	Mulligan-D'Amelo	Reddick	Average
Topic 10 - Continued										
Advertising	1.3	2.6	2	2	3	2.7	1.5	3.5	3	2.4
Public relations	2.2	1.7	3.5	2.5	3	4.3	1	3.7	3	2.8
Total Average	2.6	4.3	2.8	2.5	3.3	3.8	1.8	4	4	3.4
Responsible Leadership (Topic 11)										
Editorials	1	1.8	3	1.5	2	2.3	1	2.7	2	1.9
Columns	1.1	2.4	3.5	1.5	2	2.7	1	2.7	2	2.1
Reviews, critical essays	1.6	3.8	3	2.5	2	2.7	1.5	3	2	2.5
Letters to the editor	1.4	4.2	4.5	3	3	2.5	1.5	3	2	2.8
Symposiums - pro and con	1.7	4.4	4.5	3	3	3.5	1.5	3.5	4	3.2
Other contributions	1.7	4	4.5	3	3	3.7	1.5	3.5	4	2.5
Total Average	1.3	3.4	3.8	2.4	2.5	2.9	1.3	3.1	2.7	2.6
Part III - Grand Average	1.6	3.8	3.3	2.4	2.9	3.3	1.5	3.5	3.3	3
PART IV - THE PLEASURE DOME										
Mass Media and Enjoyment (Topic 12)										
Reading, viewing, listening	3	4.4	4	2.5	3	3.3	2	3.5	3	3.2
Play theory	3.3	5	4.5	3	3	4.5	2	4.3	4	3.7
How articles	2.3	3.2	4	2	3	3	1.5	2.7	3	2.7
Who articles	2	3.2	3.5	2	3	2.7	1.5	2.7	3	2.6
When articles	2.3	3.2	3.5	2	3	3	1.5	2.7	2	2.6
Why articles	2.1	3.2	3.5	2	3	2.5	1.5	2.7	2.	2.5
Where articles	2.3	3.2	3.5	2	3	3	1.5	2.7	2	3.6
Total Average	2.5	3.6	3.8	2.2	3	3.1	1.6	3	2.7	2.8

TABRE 41.--(Continued)

Considerations	Textbook Authors									
	Adams-Stratton	Allnut	Arnold-Krieghbaum	English-Hech	Gilmore	Hartman	Moyes-White	Mulligan-D'Amelo	Reddick	Average
Creativity and Enjoyment (Topic 13)										
Art, comics, cartoons	2	4.8	3.5	3	3	3.5	2	3.3	3	3.1
Humor	2.3	4.4	4	3	3	3.3	2	3.3	2	3
Fiction	3.3	5.2	4.5	3	4	4.3	2	3.5	3	3.6
Essays	3	5.2	4.5	3	4	4.3	2	3.5	3	3.6
Poetry	3.3	5.2	5	3	4	4.3	2	3.5	4	3.8
Drama	3.1	5	5.5	3	4	4	2	3.5	4	3.8
Nonprint media	3	5.2	5	3	4	4	1.5	4.3	5	3.9
Total Average	2.9	5	4.6	3	3.7	4	1.9	3.6	3.4	3.5
Part IV - Grand Average	2.7	4.3	4.2	2.6	3.3	3.5	1.7	3.3	3	3.1
PART V - PRODUCING MASS MEDIA										
Supporting Mass Media (Topic 14)										
Costs of production	1.9	2.8	3	3	4	2.5	2	3.7	4	3
Support from public enterprise	2.4	4	3	3	4	3.7	2	3.5	4	3.5
Support from nonpublic enterprise	2.4	3.6	5	3	4	3.7	2	3.3	4	3.4
Support from school enterprise	2.4	3.8	3	2.5	4	3.7	1.5	3	4	3.1
Revenue from sale of copies	1.8	4	2	2.5	4	2.3	1.5	2.7	4	2.8
Revenue from sale of advertising	1.6	3.4	2.5	2.5	4	2.3	1.5	2.7	4	2.7
Revenue from other sources	2.3	4.2	3	2.5	4	2.5	2	3.3	4	3.1
Responsible financing, accounting	1.7	4	2.5	2.5	4	2	1.5	3	4	2.8
Total Averages	2	3.7	3	2.7	4	2.8	1.7	3.1	4	

TABLE 41.--(Continued)

Considerations	Textbook Authors									
	Adams-Stratton	Allnut	Arnold-Krieghbaum	English-Hech	Gilmore	Hartman	Moyes-White	Mulligan-D'Amelo	Reddick	Average
Printing Mass Media (Topic 15)										
Symbols, signals	1.7	3.4	2.5	3	4	2.7	2	2.7	3	2.8
Art	1.9	4.2	2.5	3	3	2.!	2	3.3	3	2.8
Writing	1.7	2.8	3	2	2	2.7	1.5	2.5	2	2.2
Photography	1.3	3	2	2.5	2	3.3	1.5	3.3	2	2.3
Headlines	1.4	2.4	2	1.5	3	2.7	1.5	3.3	2	2.2
Makeup	1.3	2.4	1	1.5	3	2.7	1.5	3.3	2	2.1
Printing - duplicated	1.9	5.2	2.5	3	4	2.3	1.5	3	3	2.3
Printing - relief	2.4	5.2	3	2.5	4	2.3	1.5	2.3	4	3
Printing - offset	2.3	5.2	3	2.5	4	2.5	1.5	3.3	4	3.1
Printing - specifications, contracts	1.9	4.4	3	2.5	4	2.7	1.5	3.7	4	3.1
Total Average	1.8	3.8	2.4	2.4	3.3	2.7	1.6	3.1	3.9	2.7
Nonprint Media (Topic 16)										
Photography	1.7	4	2	3	4	3.3	1.5	3.7	4	3
Telegraph	4.3	5.4	5.5	3.5	6	3.7	2.5	4.5	4	3.7
Cable	4.3	5.4	5.5	4	6	4	2.5	4.5	5	4.6
Telephone	4.1	5.4	5.5	4	5	4	2.5	4.5	5	4.4
Motion pictures	3.9	5.4	5.5	3.5	6	3.7	2.5	4.5	5	3.8
Wireless, radio	3.4	5.4	5.5	4	6	3.5	2.5	4.5	5	4.4
Records, tapes	4.4	5.4	5.5	4.5	5	4.5	2	4.5	4	4.4
Television	4	5.4	5.5	3.5	6	3.5	1.5	4.5	5	4.1
Performing arts	4.3	5.4	5.5	3.5	5	4.3	2	4.5	5	4.4
Total Average	3.8	5.2	5.1	3.1	5.4	3.8	2.2	4.4	4.7	4.2
Part V - Grand Average	2.5	4.2	3.5	2.7	4.2	3.1	1.8	3.5	3.9	3.3

CONCLUSIONS

If teachers accept this plan for textbook analysis, they will take cognizance of the purposes and content of mass media courses as well as those which are general or production journalism courses. At the same time they may put more or less emphasis on the topics listed. They also may wish to introduce additional topics or subtopics.

Granted the limitations of this inquiry, it appears that three textbooks emerge as most nearly meeting present requirements. They are those by Moyes-White, Adams-Stratton, and English-Hach. These three sets of authors dominated the top scores in most of the topics and subtopics. Hence, any of these may be satisfactory in many high schools, but others not making these scores may fit needs in many schools. Unfortunately the Miller and the Post-Snodgrass textbooks could not be evaluated.

Granted these limitations -- and others that may emerge -- it appears that three textbooks currently appear to have almost equal merit. Certainly with a limited number of judges it would be unfair to put too much emphasis on differences of one-fifth or one-tenth of one percent. At the same time these differences may be noted by those selecting textbooks.

It is probable that the three sets of authors -- Moyes-White, Adams-Stratton, and English-Hach have produced textbooks particularly satisfactory for general and production journalism classes. Perhaps none is wholly satisfactory for a consumer course in mass media. Hence, it may be too much to expect that any textbook authors can meet completely the needs for both teenage consumers and teenage journalists.

Tentative as these findings are, they may benefit authors and publishers as well as teachers and librarians. They also may be useful in developing more effective means for textbook analysis in journalism and mass media courses for teenagers. To be sure, textbooks are not invariably indispensable, yet many teachers will find that textbooks of quality are a significant resource.

Then, too, it also should be suggested that although some of the textbooks did not rank with the first three -- according to the textbook analysts -- all of them are recognized as worthwhile. In some instances they may provide exactly what many teachers want in their courses. Authors and publishers of these as well as the other books may review this study before they revise their textbooks.

Particular credit is due to the textbook analysts who so generously gave their time to this worthy inquiry. Their professional service to high school journalism is appreciated deeply. They are not identified herein, for they are not to blame for any limitations in the study. Moreover, this is an impersonal study in which individual preferences are blended in the consensus presented.